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ABSTRACT

This document comprises the final technical report of the evaluation of the 1988-89 secondary bilingual and English-as-a-Second-Language programs for Hispanic limited-English-proficient (LEP) students in the Austin (Texas) Independent School District (AISD); these programs are enhanced with federal funding under the Emergency School Aid Act of 1972 (Chapter VII). The following major findings are reported: (1) Title VII funds, in combination with AISD programs, appear to have a positive effect for most students after three years, based on the performance of those first served in 1985-86; (2) evaluation results for the 1987-88 program alone are more mixed; and (3) evaluation results do not support the overall effectiveness of the Title VII tutoring program because non-tutored students show patterns of growth similar to or greater than those of tutored students after 1, 2, or 3 years. Twelve appendices making up the bulk of the document comprise the following material: (1) detailed discussions of all assessment tools used in the evaluation; (2) an evaluation of a continuing education program leading to certification to teach English as a Second Language; (3) evaluation of a curriculum development project; (4) results of a dropout study; and (5) results of a 3-year study of program participants. Statistical data are included on 19 tables and graphs. An 11-item bibliography is also appended. (FMW)

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Research and Evaluation

TITLE VII

1987-88 Final Technical Report

June, 1988

Publication No. 87.19

Austin Independent School District
Austin, Texas

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TITLE VII

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ACKNOWLEDGEMENT AND DISCLAIMER

The project presented or reported herein was performed pursuant to a grant from the Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department, and no official endorsement by the Department should be inferred.

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TITLE VII EVALUATION, 1987-88

EXECUTIVE SUMMARY

AUTHORS: Nancy Baenen, Barbara Yonan

Title VII Federal funds have been utilized in AISD since 1985-86 to enhance the regular secondary bilingual and English as a second language (ESL) programs for Hispanic LEP students. The four secondary campuses involved are those with the highest concentrations of Hispanic LEP students--Martin Junior High plus Travis, Anderson, and Johnston High Schools. The overall budget of the 1987-88 Title VII Program was $81,492; 223 students plus teachers and parents were impacted. Title VII provided staff training, student tutoring, curriculum development, and parent/family training.

MAJOR FINDINGS

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1. Title VII, in combination with AISD programs, appears to have a positive impact for most students after three years (based on the performance of those first served in 1985-86).

   - English proficiency improved steadily across time.
   - Students narrowed the gap between their performance and the national norm in mathematics and language (although not in social studies, reading, or science).
   - Spanish achievement has improved in all subjects.
   - Retention rates are lower for Title VII than for other LEP students at four of five grade levels.
   - Grade point averages (GPA's) in language courses tended to be higher for Title VII than for other LEP students (GPA's in other areas were similar for both groups).
   - Title VII students earned more course credits across the three years than other LEP students. Three fourths of the Title VII students are making satisfactory progress towards graduation.

2. Results for 1987-88 show more mixed results.

   - English proficiency improved after one year.
   - All 17 Title VII twelfth graders mastered the exit-level TEAMS (Texas Educational Assessment of Minimum Skills) and graduated; 50% of the eleventh graders mastered the TEAMS.
   - English achievement improved in 17 of 23 comparisons by grade and subject.
   - Spanish achievement gains were found in 7 of 20 comparisons in 1987-88, fewer than last year (16 of 20).
   - The annual dropout rate of 21.7% was still higher than for Hispanic and all AISD students, but the gap between groups lessened somewhat.

3. Evaluation results do not support the overall effectiveness of the Title VII tutoring program. Nontutored students show patterns of growth similar or greater than those of tutored students after one, two, and three years.

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OPEN LETTER TO AISD

In combination with other AISD programs, Title VII appears to be working, especially based on long-term results. Of course, as Cummins (1985) points out, English-speaking classmates are not "standing still waiting for them to catch up." Especially in AISD, where average performance tends to be above the national average, Title VII must enable their students to "run harder and faster" to catch up and succeed. While Title VII does seem to be moving in this direction, the evaluation process did suggest some areas for possible improvement. Readers are invited to draw their own impressions based on the data in this report and their own knowledge of the program.

- Tutoring. National research has found that well-designed and implemented tutoring programs can be a success. However, across the three years of Title VII, positive effects of the University of Texas tutors have not been found. Students not tutored have shown patterns of growth similar or greater than those of tutored students. The tutoring program appears to need revision. Two of the most apparent needs are for training in tutoring and English as a second language techniques (presently little or none is given) and for more Spanish-speaking tutors. It also appears that tutors who do not speak Spanish may need to be placed with students who have at least some English ability (also see page 7 of this report).

- ESL Training. A total of 33 teachers in Title VII schools, plus 15 others, now have had ESL endorsement courses. Increased efforts to disseminate their names to appropriate school personnel could increase the number of LEP students scheduled into these classes. Also, efforts should continue to publicize the availability of the training at all schools.

  Principals also have expressed an interest in providing mandatory workshops at the campus level that provide teachers with some of the basics of using ESL techniques, as well as introducing them to materials available to them for use with these students. A variety of multilevel instructional materials, including computer hardware and software appropriate for these students, have been purchased through Title VII. One of the ESL teachers has also developed some organizational strategies for using the computers that may be appropriate for others as well. These training workshops might be an excellent dissemination tool.

- Cooperative-Learning Workshops. Since 1986-87, Title VII has been sponsoring cooperative-learning workshops which have been well received. Teachers approach the idea of group learning receptively, and afterwards report using the techniques in their classes. Given teachers' reactions and supportive national research (Slavin, 1987), these workshops could be made available to other teachers and administrators (especially those who work with low achievers).

- Parent/Family Involvement. Parent and family support groups provided through Title VII have begun to build a connection between the parents of the LEP students and the school. National research suggests parent involvement is quite important to students' success, even when the parents have limited education or knowledge of the language of instruction. Conveying support for efforts in school is also important. Four successful Title VII students who were interviewed this year pointed out that their parents wanted them to do well in school and supported them. Many of the parents of these students may be afraid to come to school or unable to for practical reasons. Child care, as provided at some meetings this year, is a positive step. However, home visits, perhaps by ESL teachers, could reach parents who would not ordinarily attend workshops. Visits could establish a link between home and school not possible to obtain in any other way.

- High School Instruction. At the high school level, there appears to be an unmet need in terms of helping those with very limited educational experiences become successful in school. The Spanish for Native Speakers class is primarily geared for those who have some academic skills that can be transferred into English. Students with more limited skills might benefit from a program, housed at a regular high school campus, like the Transitional Bilingual or Sheltered Bilingual programs that have been quite successful at the junior high level. If a full program is not possible, at least one extra class designed to help these students might make a big difference.

Thus, overall, Title VII and AISD appear to be making positive strides with these students. Continued refinements could result in an even more successful program.

TITLE VII EVALUATION 1987-88
FINAL REPORT

WHAT ARE THE KEY ISSUES ABOUT TITLE VII?

Overall, the key issue for the Title VII evaluation is how AISD has benefitted from it. More specific questions addressed in this report include:

- What services has Title VII provided? Has Title VII improved AISD's ability to serve LEP students at the secondary level?
- Has Title VII made a positive impact on student progress?
- What are the implications of the results? Should Title VII be continued as is or modified? Should AISD adopt Title VII strategies at other campuses?

WHAT SERVICES HAS TITLE VII PROVIDED?

Title VII supplements AISD'S regular bilingual and English-as-a-second-language services at the secondary level for Hispanic students dominant or monolingual in Spanish. The program, in its third year of implementation, provides--

- Staff training (through ESL endorsement courses and campus workshops),
- Student tutoring (through university students),
- Curriculum development, and
- Parent/family training.

The program is designed to help current LEP students and their parents as well as build AISD'S ability to teach LEP students in the future.

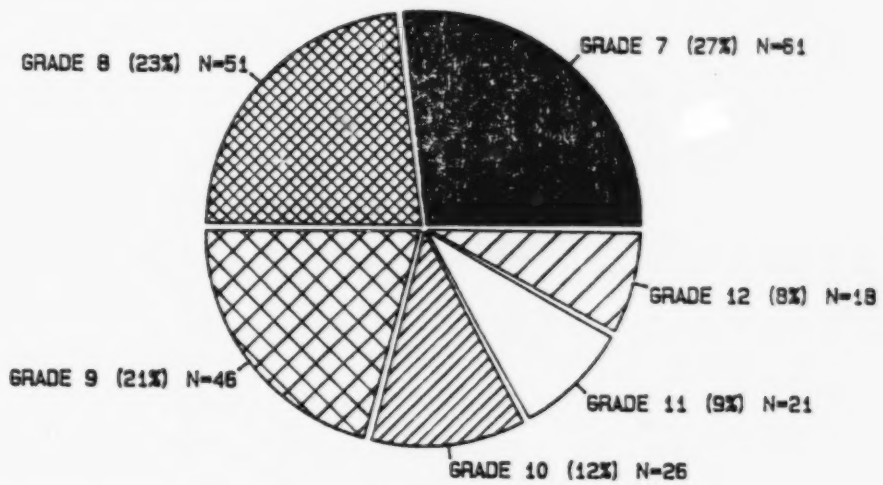
The program operates at four campuses with the highest concentration of Hispanic LEP students. For the past two years, the four campuses have been Murchison Junior High plus Travis, Anderson, and Johnston High Schools. This school year (1987-88) the Transitional Bilingual Education Program (TBE) at Murchison was moved to Martin Junior High School. Thus, Martin replaced Murchison as the program junior high.

AISD-funded services at the campuses are shown below.

AISD-Funded Services	Title VII Campuses			
	Martin	Travis	Anderson	Johnston
Bilingual content area instruction	X			
Literacy program	X			
English as a second language	X	X	X	X
Spanish for native speakers		X		

In 1987-88, a total of 223 LEP students monolingual or dominant in Spanish (LEP categories A or B) were enrolled in these schools. Figure 1 shows the number of students enrolled this year by grade based on spring counts. In 1986-87, and 1985-86, 266 and 218 students were served, respectively.

FIGURE 1
1987-88 TITLE VII STUDENTS BY GRADE



STUDENTS BY GRADE
N = 223

Staff Training

During Title VII's three years of AISD implementation, the staff training component has provided ESL endorsement courses and workshops for staff working with Hispanic limited-English-proficient students.

Endorsement courses. In 1987-88:

- The second series of four courses leading to ESL-endorsement certification began in the fall. This year two courses were held during the school year and the final two courses needed to earn certification are planned for this summer.
- A total of eight Title VII teachers were enrolled in one or both endorsement courses, three teachers completed two courses, and five teachers finished one course.
- The Title VII teachers completing two classes taught students in:

Social Studies	Spanish
Science	English

- The total cost to Title VII for tuition for 11 courses taken by 8 teachers was $2,750.
- Endorsement courses were also offered to teachers at nonprogram schools. AISD funded tuition of these teachers.

During the three years Title VII has operated (1985-86, 1986-87, and 1987-88):

- Two series of ESL-endorsement courses were offered, with the completion of the second series projected for the summer, 1988.
- The total enrollment over the semesters was 79 teachers (64 program teachers; 15 nonprogram teachers) over the 3 years. Teachers were counted each time they enrolled (duplicated count).
- Overall, 33 individual Title VII teachers took one or more courses. Of these teachers, three completed the four courses in the first ESL series leading to endorsement; five program teachers finished three courses and nine Title VII teachers completed two. One ESL course was finished by 16 teachers.
- Teachers completing two or more courses served students in:

Science	Language
Art	Social Studies
Vocational Arts	Reading
Spanish	Mathematics.

Cooperative-learning workshops. In 1987-88, a series of five cooperative-learning workshops for teachers of LEP students was offered to interested AISD staff at two Title VII campuses and one non-program middle school. Workshops focused on developing small-group cooperative-learning techniques that can be used in teaching mainstreamed LEP students in content areas.

Of the participants, 12 completed a survey both at the beginning and end of the workshop series. These teacher responses indicated that:

- All teachers indicated more confidence in helping colleagues structure cooperative-learning techniques; 10 of the 12 indicated more frequent use of these techniques.
- All 12 teachers reported increased familiarity with cooperative-learning research. By the end of the sessions, all teachers had read 1-7 articles or books on cooperative learning.
- While three fourths (9 of 12) of the teachers indicated some knowledge of cooperative-learning techniques and strengths on the pre-survey, all post-surveys indicated more clearly defined understanding. Responses on the pre-survey indicated great interest in learning more about the techniques.

Unique items from the post-survey (14 respondents) indicated that:

- All used cooperative-learning techniques; half used them often (8 or more times). All felt use of cooperative learning affected student achievement.
- Almost all teachers (93%) indicated that they frequently or almost always felt comfortable using cooperative-learning techniques.
- About two thirds (64-71%) of the teachers felt comfortable organizing cooperative-learning groups and selecting tasks and materials for the groups at least sometimes.
- Teachers most often reported acting as facilitators (13 of 14), with over half reporting assigning small groups specific roles, using questions and probes to develop higher order thinking skills, and using group reporters.
- Five teachers were appraised while students were involved in cooperative-learning activities; all reported positive feedback from appraisers.

During the two years (1986-87 and 1987-88) that cooperative-learning workshops have been implemented, teachers have responded positively when surveyed.

- All were implementing cooperative-learning techniques.
- All felt adequately prepared to use the techniques.

Parent/Family Workshops

In 1986-87 and 1987-88, workshops for parents of Title VII LEP students were held. This year LEP teenagers were encouraged to join their families and those of others to discuss shared concerns in a social support format. The focus of workshop sessions was helping participants in their adjustment to life in Austin by increasing awareness of potential risks and opportunities to be found in the school, work, and community settings. A total of 16 sessions was held at a location in the residential area of most of Title VII's program LEP students and their families. Workshops were facilitated by a bilingual educator with skills and experience in adult education. In addition, other resource people assisted, including a parent involvement specialist for AISD. Child care services were provided at some of the meetings. Attendance varied between 1 and 15 participants; half of the sessions were attended by seven or more family members.

It was hoped these workshops would increase families' involvement in the educational process as supported by national research. More information may be found in Hewison & Tizard, 1980, and Tizard, Schofield, and Hewison, 1982 (as cited in Cummins, 1985).

Tutor Assistance

During the past three years (1985-86, 1986-87, and 1987-88), University of Texas tutors from multicultural classes assisted program LEP students. In 1987-88, tutors were assigned to all four campuses both semesters. Thirty tutors assisted program LEP students first semester and 21 tutors were assigned second semester to Title VII students. In 1987-88, 155 program students received tutoring services. Over the three years, 351 Title VII students have been tutored (based on an individual count by year):

1985-86		76
1986-87		120
1987-88		155
	Total	351

Evaluation findings examining the gains of tutored and nontutored program students may be found in this final report under English Proficiency.

Curriculum Development

During the program's three years:

- Multicultural instructional materials and computer hardware appropriate for Hispanic LEP students have been purchased, and
- A curriculum handbook referencing materials and strategies appropriate for teaching secondary mainstream LEP students was compiled. The annotated bibliography contains approximately 500 entries. Plans are to distribute the handbook to ESL teachers and school libraries in AISD.

Budget

The overall budget of Title VII in 1987-88 was $81,492. This figure represents expenditures for staff and parent training, multilevel instructional materials/equipment, evaluation and administrative operational costs. AISD provided funds to implement regular bilingual and ESL programs at these campuses and facilitated receipt of Title VII services through staff time and transportation.

It is important to note that Title VII is designed to build AISD's ability to serve students in the years to come as well as now. Thus, while AISD has received federal funding for the past three years, the impact of the program will continue in years to come (reducing the cost per student). Also, while the focus has been on Title VII students, other students may be impacted, including all younger sons and daughters of families involved in parent workshop sessions and all students instructed by trained teachers. This broader definition of cost is impossible to determine at this time. If student costs are limited to calculations for this year's budget of $81,492 and the 223 Title VII Hispanic LEP students served as of October, 1987, the cost per student is $365.

HAS TITLE VII HAD A POSITIVE IMPACT ON STUDENT PROGRESS?

English Proficiency

The Language Assessment Battery (LAB) is a language proficiency test used to evaluate the English oral acquisition of Title VII students. In 1985-86 and 1986-87, program students were pretested in the fall and administered posttests in the spring. However, in 1987-88, only those students not tested in the spring were tested in the fall (to avoid overtesting). Thus, LAB scores from spring, 1987 became returning program students' pretest scores; only students without the previous spring test results were pretested in fall, 1987. These students were nearly all new to the District.

Both raw scores and percentiles were examined. Raw scores on the LAB are more sensitive to growth for students with very limited English proficiency. Most of AISD's Title VII students start at the first percentile when they enter the program. The maximum score on the LAB is 92; students must score 45 to 53 to score past the first percentile.

LAB results indicate that:

- Title VII students showed highly significant increases in LAB raw scores overall and at all six grade levels (See Figure 2).
  - Students new to the program made raw score gains of 30 points with posttest scores of 42.
  - Students returning to the program in grades 8 through 12 started with scores ranging from 43 to 63 and made gains of 8 to 16 points.
- For the third consecutive year, Title VII students tutored by University of Texas students did not make significantly greater gains than nontutored students. Based on regression analyses, gains for those with the lowest pretest scores (the most limited English ability) were actually smaller for tutored than for nontutored students this year. Both groups did make significant gains, however. (See Figure 3.)
- Title VII met its English proficiency objective of positive change in LAB percentile scores pretest to posttest at five of the six grade levels. Pretest percentiles ranged from 1-7, with posttest percentiles from 1-12.
- On the average, students who were in the program for two (1986-87 and 1987-88) or three years (1985-86, 1986-87, and 1987-88) made percentile and raw score gains (see Figure 4).
- Overall, students tutored one or two semesters, three or more semesters, and not at all showed similar patterns of LAB scores based on analysis of variance. Students in the three groups started out with similar scores and ended with similar scores. These results do not support the efficacy of the tutoring program overall.

FIGURE 2
LAB GAINS FOR PROGRAM STUDENTS, 1987-88 BY GRADE

Grade	N	PRE Mean Raw Score	PRE Percentile	POST Mean Raw Score	POST Percentile
7*	14	11.8	1	42.0**	1
8	32	42.7	1	50.6**	3
9	14	48.0	1	63.8**	4
10	15	53.9	5	64.9**	10
11	11	62.7	7	71.7**	12
12	7	53.6	2	69.3**	7
Total	93	43.8 (weighted average)	1-7	57.5 (weighted average)	1-12

* Includes all students tested from spring, '87 to spring, '88 except grade 7 (fall, '87 to spring, '88).

** Significant at .01 level

FIGURE 3
LAB MEAN RAW SCORES AND PERCENTILE RANGES
FOR TUTORED/NONTUTORED STUDENTS IN 1987-88, ACROSS GRADES 7-12

Title VII Group	N	Mean Raw Scores Pre	Mean Raw Scores Post	Mean Raw Scores Gain	Percentile Ranges Pre	Percentile Ranges Post
Tutored	67	39.0	53.0	13.99**	1	2-4
Nontutored	40	50.6	65.3	14.62**	1-3	5-8

Note = Tutored and nontutored percentile range is based on all students with pretest = spring, 1987 or pretest = fall, 1987

** $P < .01$

FIGURE 4
1985-88 LAB GAINS FOR TITLE VII
THREE-YEAR PROGRAM PARTICIPANTS

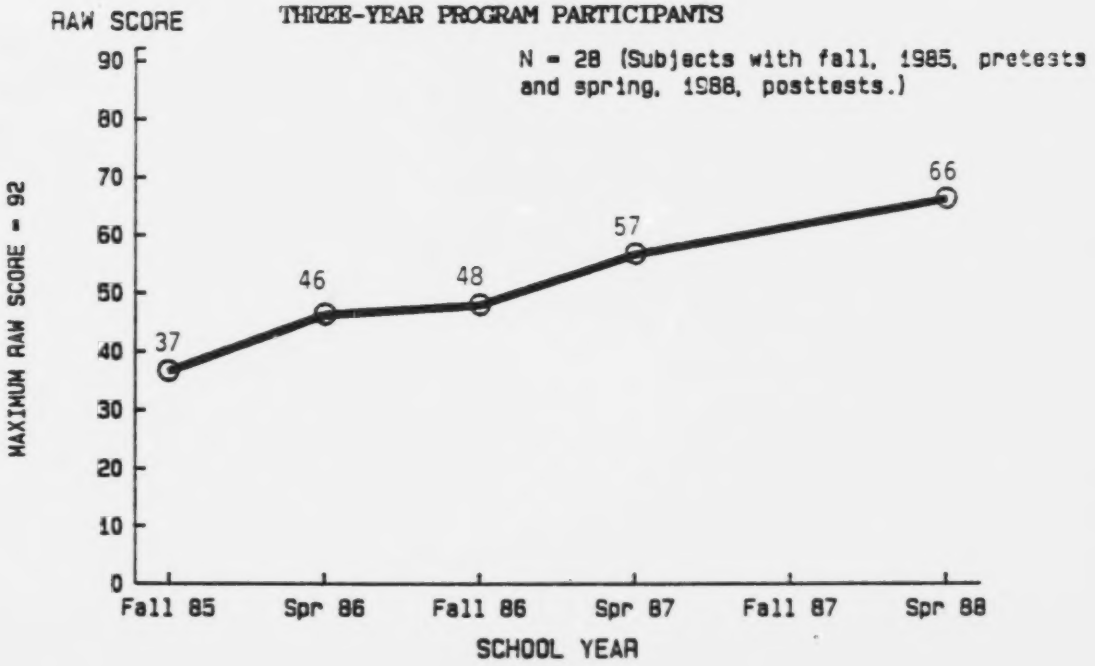


FIGURE 5
LAB SCORES FOR TUTORED/NONTUTORED TWO- AND THREE-YEAR STUDENTS WITH SPRING, 1988 POSTTESTS

		FALL, 1986		SPRING, 1988		
Two-Year Group	N	Mean Raw Score (Pre)	%ile Range (Pre)	Mean Raw Score (Post)	%ile Range (Post)	GAIN
Tutored: Three or more semesters	5	38.20	1 (all grades)	64.60	5 - 11	26.40 **
Tutored: Less than three semesters	24	37.79	1 (all grades)	59.75	3 - 10	21.96 **
Nontutored	9	41.78	1 (all grades)	64.89	5 - 11	23.11 **
Three-Year Group		FALL, 1985		SPRING, 1988		
Tutored: Three or more semesters	8	35.50	1 (all grades)	64.88	5 - 11	29.38 **
Tutored: Less than three semesters	16	40.38	1 (all grades)	67.06	6 - 22	26.69 **
Nontutored	4	38.00	1 (all grades)	67.00	6 - 22	29.00 *

* = P < .05
** = P < .01

Implications. While students in Title VII do appear to be making gains in English proficiency across time, Title VII tutors do not appear to be helping most students in this effort. While some tutored students do show gains, overall those not tutored do as well on the average. Students with very limited English proficiency actually appear to do somewhat better, on the average, if not tutored, based on one-year patterns. Tutors seem to be differentially effective with students with the most limited English proficiency, with a few students showing large gains but many showing very small gains or even losses on LAB scores. Title VII students with better English show about the same gains as those not tutored on the average.

The lack of positive results for the tutoring program for the third consecutive year suggests that the program may need to be strengthened or revamped. Survey responses from 16-17 teachers who had tutors in their classes this year support this. Less than 40% of the teachers responded that tutors:

- Were knowledgeable (31%) and well-prepared (35%),
- Improved students' English skills (31%)
- Improved students' academic skills (38%).

Many other respondents were neutral, with about 20% responding negatively to each item.

Principals and ESL teachers who were interviewed believed the tutoring program was of benefit, but recommended more Spanish-speaking tutors be recruited and that tutors be trained in ESL techniques. Most tutors know little or no Spanish and receive little or no specific training in tutoring or ESL. The following should also be considered based on the data.

- Dropping or reorganizing the tutoring program;
- Providing more training to tutors in ESL techniques or encouraging students with some knowledge of Spanish to become involved in this effort;
- Encouraging teachers to assign tutors to Title VII students with at least some knowledge of English and work with the most limited students themselves;
- Providing training to tutors in terms of effective ways to interact and teach these students (based on national research on learning and peer assistance programs).
- Providing teachers receiving tutors with training or orientation on how to use tutors effectively (tutor records indicate many students are being used with the whole group or assist teachers with grading of papers or other activities).

English Achievement

While growth in English achievement is an important long-term goal of the Title VII Program, it is more difficult to impact in a short period of time than English proficiency. National research suggests that it may take 5-7 years for students with very limited proficiency in English to develop the deeper level of English competency necessary to handle academic tasks (Cummins, 1984). However, students should show satisfactory performance on criterion-referenced minimum competency tests more quickly than norm-referenced tests.

Exit-Level TEAMS. The exit-level Texas Educational Assessment of Minimum Skills or TEAMS (Texas' minimum competency test) is a high-stakes test. Students are required to pass both the mathematics and language arts sections before graduation. **All 17 LEP twelfth graders in Title VII this year met the TEAMS requirement despite higher passing standards this year.** Of 3,094 potential graduates districtwide, nine (less than 1%) did not pass TEAMS by spring, 1988.

The passing percentage for LEP A and B eleventh graders who took the test for the first time in fall, 1987 was also checked. These figures provide a measure of the program's success with eleventh graders as well as information on students in need of remediation at grade 12. Figure 6 shows the mastery percentages for Title VII students and students dominant or monolingual in Spanish in other high schools.

FIGURE 6
EXIT-LEVEL TEAMS MASTERY FALL, 1987
GRADE 11 LEP A AND B DOMINANCE

TITLE VII SCHOOLS NON-TITLE VII SCHOOLS

Of Title VII eleventh graders, 50% passed TEAMS the first time they attempted it; 33% of the non-Title VII students dominant or monolingual in Spanish did. Differences in passing rates were not significant. Nine Title VII students may still need remediation next year.

<u>One-year follow-up--ITBS/TAP</u>. Figure 7 shows the percentile scores of students in Title VII this year who were also tested in 1986-87 on these norm-referenced tests. Of the 1987-88 Title VII students, 16 percent had just entered AISD this year and therefore were not tested last spring. The English achievement objective for the project was that percentile scores would improve between 1986-87 and 1987-88 for these students--that students would close the gap between their scores and the national average. Scores could not be compared across years for students in grade 9 tested with the TAP in 1987-88 because they took the ITBS in 1986-87 and the norms are not directly comparable. Information provided here will show the progress made by 1987-88 participants since 1986-87 and progress of students served in 1985-86 in the two subsequent years (whether still served by Title VII or not).

- **Overall, program participants were able to narrow the gap in 17 of 23 comparisons by grade and subject.** No change was seen in three areas, and percentile scores decreased in three cases.
- The change in performance across years was most positive in mathematics, reading, and language, with improvements at four of five grade levels. Social studies and science showed the least positive change.
- Students still score considerably below the national average in all areas, with the highest 1987-88 percentile scores in mathematics (14-30)and the lowest in reading (4-13).

FIGURE 7
TITLE VII STUDENTS
ITBS/TAP MEDIAN PERCENTILES
ONE-YEAR FOLLOW-UP

Grade in 1987-88	TOTAL in Group 1987-88	Number Tested	Spring, 1987	Spring, 1988	CHANGE
			READING		
7	61	30	3	5	+ 2*
8	51	39	5	10	+ 5*
10	26	23	8	8	0
11	21	16	10	13	+ 3*
12	18	10	2	4	+ 2*
			LANGUAGE		
7	61	30	2	8	+ 6*
8	51	39	9	9	0
10	26	23	12	15	+ 3*
11	21	16	16	20	+ 4*
12	18	10	7	10	+ 3*
			MATHEMATICS		
7	61	30	7	19	+12*
8	51	39	20	20	0
10	26	23	17	30	+13*
11	21	16	32	36	+ 4*
12	18	10	17	29	+12*
			SOCIAL STUDIES		
7	61	30	3	10	+ 7*
8	51	39	12	7	- 5
10	26	23	15	22	+ 7*
11	21	16	22	18	- 4
12	18	10	9	11	+ 2*
			SCIENCE		
7	61	NA	NA	NA	NA
8	51	NA	NA	NA	NA
10	26	23	12	21	+ 9*
11	21	16	26	14	-12
12	18	10	4	6	+ 2*

* Objective met NA = Not applicable at this grade
National average is 50th percentile. Grades 7 and 8 take ITBS; 9-12 take TAP; grade 9 scores cannot be compared across years.
16% of the Title VII students (14% without 9th graders) were new this year and therefore did not have pre- and posttests.

Three-year trends--ITBS/TAP. To see if the English achievement of students in Title VII improved over several years, the achievement of those in Title VII in 1985-86 and still in AISD in 1987-88 (whether still in Title VII or not) was studied. This group had the most time to show improvement. Growth in the percentage of students able to be tested and the mean GE scores of those tested all years were examined. To meet this definition, students would have started in Title VII in 1985-86 in grades 7-10 and would have been in grades 10-12 in 1987-88. Students in Title VII in grades 11-12 in 1985-86 should have now graduated (unless retained). Overall, 123 students fit this definition--81 were in Title VII high schools in 1987-88 (with most but not all still served by Title VII), and 42 were in other AISD high schools.

Percentage tested. Teachers are given the option to discontinue testing after one subtest on the ITBS and TAP if they feel the students' knowledge of English is too limited for them to earn a valid score and the testing experience is therefore very frustrating. Given this policy, one sign of a successful program should be an increase in the percentage of students able to take the ITBS or TAP over time.

However, it appears the schools seldom used this policy. Nearly all LEP students involved in Title VII in 1985-86 were tested from that year on. As Figure 8 illustrates, about 90% of the students were tested in each of the three years checked. In addition, about the same number of students were tested in each subject area. Thus, the percentage tested each year cannot be used as a measure of success for the program. However, the data indicate that nearly all students were tested each year, which makes analysis of mean scores more meaningful.

FIGURE 8
1985-86 TITLE VII STUDENTS
TESTED IN 1985-86, 1986-87, AND 1987-88

	Number	Percent	Total Group
1985-86	111	90%	123
1986-87	108	88%	123
1987-88	107	87%	123

Mean GE scores. Title VII traditionally enrolls more students at grades 7 and 8 than at the high school grades. Because students tested in grades 7 and 8 in 1985-86 (83) took the ITBS one or two years and then the TAP, their scores are not comparable across years. Therefore, only 9th and 10th graders' progress will be discussed here; 22 students had scores in all areas all years (see Figure 9).

FIGURE 9
TAP SCORES FOR 1985-86 TITLE VII STUDENTS
IN 1985-86, 1986-87, AND 1987-88

	MEAN GRADE EQUIVALENT SCORES				
Test Area	Spring, 1986	Spring, 1987	Spring, 1988	1986-1988 Gain	Mean GE Gain Per Year
Reading	6.09	6.94	6.98	.89	.45
Mathematics	7.74	9.15	10.03	2.29	1.15
Language	5.75	7.30	7.82	2.07	1.04
Social Studies	6.13	8.01	7.99	1.86	.93
Science	6.58	7.67	7.14	.56	.28

Includes 22 students tested all years in all areas.

To interpret the results, it is necessary to know that national norms are based on average gains of one GE per year of instruction. Gains of .8 GE are average for low achievers nationally. The national average for 9th and 10th graders (the grade for these students in 1985-86) is 9.8 and 10.8. The length of time these students had been in AISD was checked; 10 entered in 1985-86, 5 in 1984-85, 4 in 1983-84, and 3 before that time. Thus, 45% had been in AISD for three years. The chart illustrates that:

- **Students narrowed the gap between their performance and the national average in mathematics and language with gains greater than one year per year of instruction (1.15 and 1.40 per year).** However, social studies gains averaged .93 a year, above the national average for low achievers but not high enough to close the gap. Gains in reading and science were substantially smaller than the other areas.

- Students in Title VII in 1985-86 started out and ended up with test scores far below the national average.

Mathematics achievement and gains are highest for these students. This area is least language dependent. Language scores are improving. The other areas may be more difficult to impact in three years (national research suggests it may take five to seven years).

Spanish Proficiency and Achievement

Spanish proficiency and achievement were measured by La Prueba Riverside de Realizacion en Espanol (Prueba Riverside). The test measures achievement in reading, language, mathematics, social studies, and science; it is designed to be of comparable difficulty to the Iowa Tests of Basic Skills. Performance can be examined based on raw scores (25 to 30 items per test) or percentiles (available for spring only). It is important to note that percentile ranks generally increase several points for each additional correct response. Title VII LEP students were tested one level downward (appropriate for low achieving students based on the manual), except for grade 10, which was tested two levels downward (grade 8 is highest level available on the test).

1987-88 results. La Prueba Riverside was administered at Martin and Travis. At Martin, Title VII LEP students received bilingual instruction in all content areas except mathematics. At Travis, all LEP students had one period of daily ESL instruction and some Hispanic LEP students received an additional daily period of Spanish for Native Speakers. Instruction in this class provided assistance in mainstreamed content area assignments as well as reinforcement in Spanish language arts and cultural history. La Prueba Riverside was administered to all ninth and tenth graders at Travis to evaluate school achievement in the students' more fluent language. In 1987-88, Spanish achievement and language proficiency of those ninth and tenth graders enrolled in Spanish for Native Speakers was also examined separately.

The objectives used to evaluate Spanish proficiency and achievement stated that the percentage of students making gains in 1987-88 in Spanish language and other content areas would be higher than that found in 1986-87. As can be seen below, students at Martin met the achievement objective in three out of five areas; Travis program students showed gains in science only. **Thus, the objective was met in 4 of 10 comparisons but not in the other 6.** Neither Martin nor Travis met the language objective. Therefore, if examined across three years (1985-86 through 1987-88), both Martin and Travis show gains in three of five areas.

FIGURE 10
PERCENTAGE OF TITLE VII STUDENTS SHOWING GAINS ON LA PRUEBA RIVERSIDE

	Martin/Murchison						Travis					
		1985-		1986-		1987-		1985-		1986-		1987-
SUBJECT	N	1986	N	1987	N	1988	N	1986	N	1987	N	1988
Reading	75	61%	101	73%	68	54%	12	33%	47	75%	34	59%
Language (Spanish)	75	59%	101	72%	64	55%	13	54%	47	53%	34	16%
Mathematics	76	67%	101	65%	66	71%	13	46%	47	81%	34	59%
Social Studies	76	54%	101	60%	67	61%	12	75%	47	72%	34	56%
Science	76	57%	99	57%	67	67%	12	42%	47	57%	33	67%

Gains for 9th and 10th graders from fall to spring.

Mean raw scores provide another perspective and show that:

- **Students made significant gains in 7 of 20 comparisons (see Figure 11). Fewer gains were seen than last year, when 16 of 20 comparisons were significant.**
- Grade 7 showed the best performance, with significant raw score gains in four of five subjects. Two significant gains were seen at grade 8, and one at grade 9.
- Language gains were significant at grade 7 only.
- The Spanish achievement of Hispanic LEP ninth and tenth graders at Travis who were instructed in both Spanish for Native Speakers and ESL classes was singled out and examined. No findings were significant for any of the nine program students with matching pre- and posttests.

FIGURE 11
1987-88 PRUEBA RIVERSIDE MEAN RAW SCORES, BY GRADE

	READING			LANGUAGE			MATHEMATICS			SOCIAL STUDIES			SCIENCE		
Grade	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
7	16.5	18.9	2.4 **	11.1	12.4	1.3*	13.9	17.2	3.3 **	14.9	16.4	1.4	13.5	11.2	2.7**
8	15.1	15.8	.7	12.7	13.1	.5	15.2	16.7	1.5*	14.3	14.9	.6	13.8	15.0	1.2*
9	19.6	20.5	.9	13.5	13.4	-.2	15.9	18.6	2.6*	16.2	16.9	.7	16.9	16.8	-.1
10	21.4	22.3	.9	13.9	13.2	-.6	18.4	19.1	.6	17.4	19.1	1.8*	16.9	19.4	2.4

* < .05, ** < .01.

At least in reading, ninth and tenth graders had little room for growth. **Prueba results suggest seventh graders showed the best growth in Spanish achievement.**

Three-year summary. The Spanish achievement of 20 Title VII students who started Title VII in 1985-86 as seventh and eighth graders and continued through 1987-88 was examined. Students should now be in grades 9 and 10. Patterns of growth were examined based on percentiles for each spring (fall norms are not available). Percentiles are based on the lower levels at which students were tested. As Figure 12 illustrates:

- Percentile scores showed positive changes across the three years from spring, 1986 to spring, 1988. Improvement ranged from 2 percentile points at grade 9 in language to 30 points at grade 10 in mathematics.
- Percentile changes were generally larger between 1986 and 1987 than between 1987 and 1988.
- The highest percentile scores were seen in reading and mathematics by spring, 1988.

Thus, students involved in Title VII three years have shown growth in Spanish achievement. Growth may slow after the first year as instruction is provided more frequently in English. In some test areas, students also have such high average percentile scores that little growth is possible.

FIGURE 12
PRUEBA RIVERSIDE PERCENTILES
SPRING, 1986, 1987, AND 1988 TITLE VII STUDENTS

Subject	Grade	1986	Change	1987	Change	1988	Change 1986 to 1988
Reading	9	73	+15	88	-2	86	+13
	10	81	+11	92	+1	93	+12
Language	9	79	+ 6	85	-4	81	+ 2
	10	61	+20	81	-8	73	+12
Mathematics	9	71	+11	82	+5	87	+16
	10	61	+30	91	0	91	+30
Social Studies	9	68	+11	79	+5	84	+16
	10	67	+20	87	0	87	+20
Science	9	76	- 4	72	+9	81	+ 5
	10	67	+22	89	5	94	+27

N = 8 ninth graders, 12 tenth graders

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Dropout/Graduation Rates

There are a number of legitimate ways, but no perfect way, to count dropouts. AISD methods are state-of-the-art for districts nationwide. In AISD, a dropout is a student who has withdrawn from the district and whose records have not been requested by another school or district. Students who earn GED's are counted in our system as dropouts. Nearly all high schools in the United States will request such records to award course credits for work completed. However, junior high rates overall and high school rates for LEP students especially may be inflated to the extent that other junior highs and foreign countries do not request transcripts.

Dropout rates are now available for 1985-86 and 1986-87. The time frame used in calculations changed between the two years to better meet the needs of AISD:

- In 1985-86, students were counted as dropouts if they withdrew between September 1 and the end of school with no transcript request received by July 1.

- In 1986-87, the time frame was expanded to a truer annual rate, with students counted as dropouts if they left AISD between September 1, 1986 and September 1, 1987, with no transcript request by October 14, 1987. Some improvements were also made in updating and crosschecking files at the schools for the 1986-87 group.

1985-86 and 1986-87 dropout rates thus cannot be compared directly, although differences in group rates can be discussed. The October rates allow more time for transcript requests to arrive for students who left during the previous year (tending to lower the school-year rate) but count as summer dropouts those who finished the school year but did not return.

Research suggests certain types of students are at higher risk of dropping out, including Hispanic students, LEP students, low-income students, and low achievers. Of course, these factors are interrelated. Senior high data indicate the following about enrollment status (see Figures 14 and 15):

- Students served by Title VII showed a 21.7% dropout rate (as of October). These rates are higher than those for all Hispanic (15.0%) and all AISD (12.1%), and other LEP (20.0%) students. However, **the difference between the rates for LEP and Title VII students versus AISD and Hispanic students overall is smaller this year than last. Thus, the gap does appear to be narrowing slightly.**

- **A dropout rate of 21.7% indicates that 78.3% of the Title VII senior high LEP students in AISD successfully completed the 1986-87 school year and returned to school in AISD or elsewhere.**

- **Of the nine Title VII twelfth graders in 1986-87, seven graduated and two did not.** The two who did not were new to the country and AISD in 1986-87 and returned to AISD this year.

- **For 1985-86, six of the seven Title VII seniors graduated; one did not. In 1987-88, all 17 of the LEP Title VII seniors graduated.**

At the junior high level:

- As shown in Figures 14 and 15, junior high dropout rates appear higher for all groups with the new time frame implemented in 1986-87.

- Title VII dropout rates were higher than AISD's overall rates both years. Title VII may have impacted the 1986-87 rate for those served, with a dropout rate 5% lower than that for other LEP students. (The 1985-86 rate was similar for both LEP groups.)

Efforts are being made to provide alternative methods of documenting enrollment in other school systems. Another ORE publication, Programs for Students With Limited English Proficiency Evaluation, 1987-88 (Pub. No. 87.44) provides more information on dropout rates for LEP and former LEP students.

As shown in Figure 13, most of the 1986-87 Title VII dropouts (N=28; 62%) left during their first two years in schools in AISD. The greatest percentage of program students who dropped out were in AISD two years (N=16; 36%).

FIGURE 13
LENGTH OF TIME 1986-87 TITLE VII DROPOUTS WERE ENROLLED IN AISD

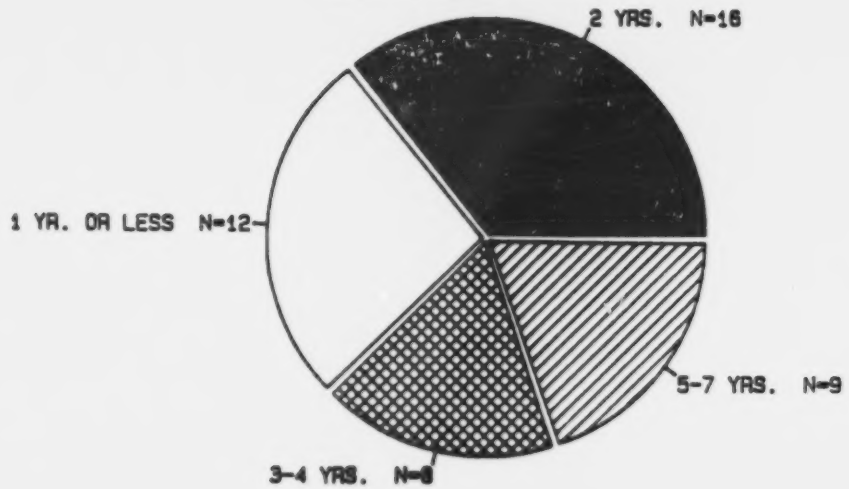


FIGURE 14
1986-87 DROPOUT RATES AS OF OCTOBER 1, 1987

Senior High Dropouts

Group	School Year No.	School Year %	Summer No.	Summer %	Total No.	Total %
Title VII* (N=129)	19	14.7%	9	7.0%	28	21.7%
Other LEP (N=285)	30	10.5%	27	9.5%	57	20.0%
All Hispanic	472	10.6%	195	4.4%	667	15.0%
AISD	1,426	8.0%	731	4.1%	2,157	12.1%

Junior High Dropouts

Group	School Year No.	School Year %	Summer No.	Summer %	Total No.	Total %
Title VII* (N=112)	8	7.1%	9	8.0%	17	15.2%
Other LEP (N=341)	38	11.1%	31	9.1%	69	20.2%
All Hispanic	187	6.1%	179	5.9%	366	12.0%
AISD	405	4.2%	512	5.4%	917	9.6%

FIGURE 15
1985-86 DROPOUT RATES AS OF JULY 1, 1986

Senior High Dropouts

	Dropouts	Enrolled	Dropout %
Title VII*	24	84	28.6%
Other LEP	46	244	18.9%
All Hispanic	661	4,316	15.3%
AISD	1,911	17,894	10.7%

Junior High Dropouts

	Dropouts	Enrolled	Dropout %
Title VII*	10	109	9.2%
Other LEP	31	307	10.1%
All Hispanic	199	2,799	7.1%
AISD	481	9,354	5.1%

* Title VII served LEP students dominant or monolingual in Spanish at Murchison Junior High plus Travis, Anderson, and Johnston Senior Highs. Other LEP includes all other LEP students in AISD dominant in English or another language.

Three-Year Profile: Other Measures of Success

Hispanic A and B LEP students (73) who were enrolled in Title VII in 1985-86 and still active in 1987-88 were followed up in terms of retention, credits earned, and subject area performance. Because students still had to be in AISD, students who started Title VII in 1985-86 in grades 11 and 12 and have since graduated are not reflected. Thus, those included were in grades 7-10 in 1985-86 and grades 8-12 in 1987-88. This three-year follow-up group consisted of students who:

- Continued in the Title VII program,
- Left the program because of upgraded language dominance, or
- Were no longer served by Title VII or ESL by parent request.

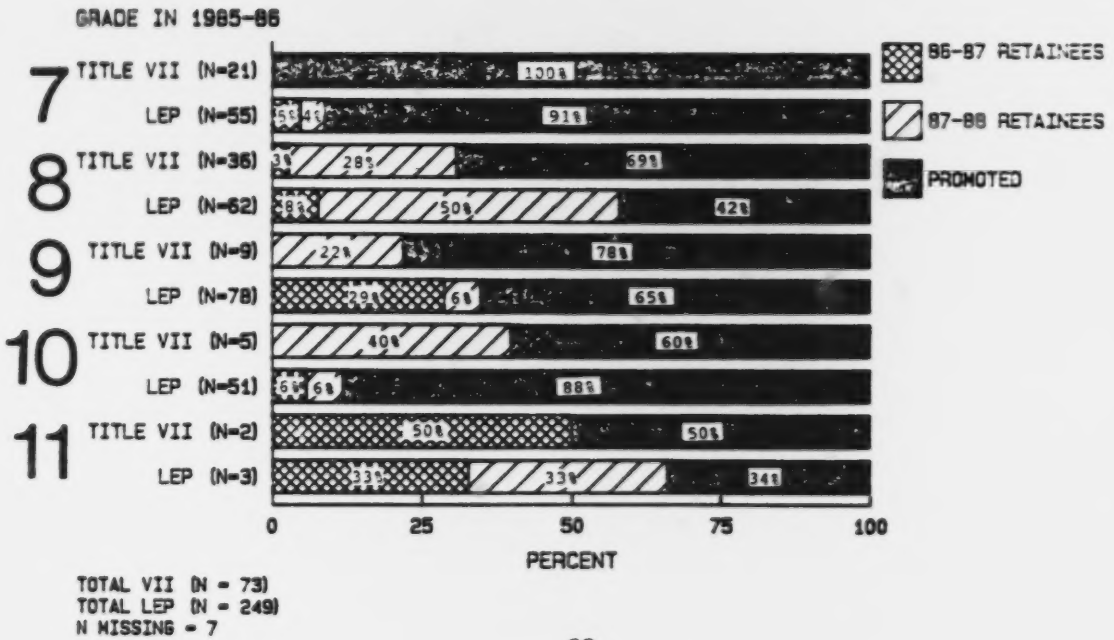
The three-year follow-up group was examined in relation to a LEP comparison group (N=256) composed of other non-English proficiency students enrolled in AISD in 1985-86 and still active in 1987-88.

Retention/Promotion. The following can be seen in Figure 16:

- Overall, 78% of the Title VII 1985-86 participants were subsequently promoted the next two years; 22% were retained.

- Compared to the LEP comparison group, the Title VII students showed lower retention rates for every grade-level group (7, 8, 9, 11) except those in grade 10 in 1985-86.

FIGURE 16
PROMOTION/RETENTION RATES
1985-86 TITLE VII AND OTHER LEP STUDENTS
1986-87 AND 1987-88



Grade point averages. High school grade point averages (GPA's) across the three years were examined for the 1985-86 Title VII and LEP comparison group by subject. The GPA's of students as they passed through high school were examined for both the Title VII and LEP follow-up group. The grade levels involved each year are indicated in Figure 17. All grades earned were grouped into general categories of language, reading, mathematics, science, social studies, and other. This last area, "other," was used for all other courses, including physical education and electives. A grade of passing is 70%.

FIGURE 17
GRADE LEVELS EXAMINED OVER TIME
(1985-88) FOR GPA AND CREDITS EARNED

1985-86	1986-87	1987-88
(7)	(8)	(9)
(8)	9	10
9	10	11
10	11	12

( ) = Grades in parentheses were not examined for credits earned.

- Both groups' GPA's across the three years fell between 68 and 87.
- In 1987-88, over one-third (37-38%) of the students made "A" (90-100) or "B" (80-89) averages. The percentage of LEP comparison students with these grades was 43-45%.
- Both groups showed their best performance in the subject category "other."
- **Language grade averages across the three years tended to be higher for Title VII three-year follow-up students than for other LEP students.**
- Each group had below passing GPA's in social studies one semester of the six checked.

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FIGURE 18
MEAN GRADE POINT AVERAGES ACROSS THREE YEARS
FOR TITLE VII AND LEP COMPARISON GROUPS HIGH SCHOOL COURSES ONLY

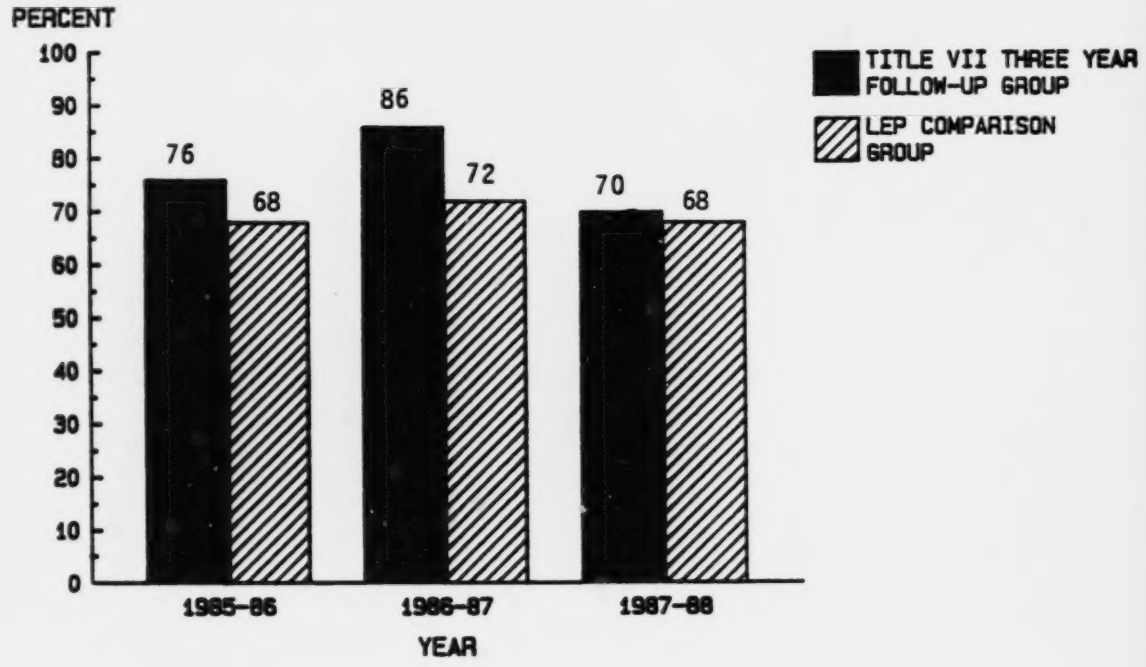
Title VII (N=73)	1985-86				1986-87				1987-88			
SUBJECT	N	Fall	N	Spring	N	Fall	N	Spring	N	Fall	N	Spring
Language	17	83	19	83	67	82	67	83	94	80	106	76
Reading	7	81	12	80	32	72	30	76	24	72	15	72
Mathematics	15	78	16	77	51	80	51	79	69	75	67	72
Science	4	71	3	78	40	75	40	78	51	72	55	73
Social Studies	12	74	13	74	29	69	34	76	52	43	47	72
Other	39	84	31	87	82	82	85	85	124	83	121	82
LEP Comparison Group (N=148)	**1985-86**				**1986-87**				**1987-88**			
	N	Fall	N	Spring	N	Fall	N	Spring	N	Fall	N	Spring
Language	143	78	136	77	183	78	212	76	255	76	272	74
Reading	58	75	59	77	44	75	61	78	60	79	57	78
Mathematics	121	74	121	75	169	77	190	75	223	75	233	76
Science	95	74	102	74	125	76	136	73	165	74	164	74
Social Studies	79	68	78	72	127	71	141	72	196	82	189	73
Other	203	81	197	81	283	84	306	82	398	82	422	81

umber taking courses increases with time as more 1985-86 Title VII students enter high school.

Credits earned. Another measure of performance is the number of credits students were able to earn over the three-year period, 1985-86 to 1987-88. AISD high school students need 21 credits for general graduation. Completing 2.5 credits (five per year) most semesters will result in attainment of that goal. Therefore, 2.5 credits per semester was used as the standard for satisfactory progress. The percentage of each group earning at least 2.5 credits a semester is given in Figure 19.

- **More Title VII students earned at least 2.5 credits than did students in the comparison group all three years.**
- More than three quarters of the Title VII students appear to be making satisfactory progress towards graduation.

FIGURE 19
TITLE VII AND OTHER LEP STUDENTS—
PERCENT EARNING FIVE CREDITS OR MORE PER YEAR



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Title VII Program

Appendix A

LANGUAGE ASSESSMENT BATTERY (LAB)

LANGUAGE ASSESSMENT BATTERY

Purpose

The Language Assessment Battery (LAB) is administered in English to provide a means of determining the English proficiency of secondary pupils for whom English is not the primary language spoken. The highest possible score is 92. The LAB was used to provide information concerning:

> Decision Question D1: Should the Title VII Program be continued as it is, modified, or discontinued?

Objective #1 - English Proficiency. By the end of each program year, program students' average posttest percentile scores on the English Language Assessment Battery (LAB) will be higher than the pretest percentile scores. (All schools)

> Evaluation Question D1-1. Did the 1987-88 Title VII Program meet its English proficiency objective that participants would exhibit percentile gains, on the average, in their English language proficiency?
>
> Evaluation Question D1-2. What were the percentile and raw score gains, on the average, of participants who were in the program for three years?
>
> Evaluation Question D1-3. Did 1987-88 participants who were tutored exhibit greater percentile gains, on the average, in English proficiency compared to those not tutored?
>
> Evaluation Question D1-4. Did program participants who were tutored for three or more semesters make greater percentile gains than nontutored two- or three-year participants in 1987-88?

Procedure

The LAB was administered only to new program participants (Hispanic LEP A & B students) between September 14 and October 1, 1987, to provide a baseline comparison with results from the April and May, 1988 re-evaluation. This was a change from 1985-86 and 1986-87, when all students were pretested in the fall and administered posttests in the spring. To avoid over-testing, only those students not tested in the spring, 1987 were tested in the fall, 1988. These students were nearly all new to the District. A problem in testing occurred at Martin, the new school location of the TBE program. Most of the returning students in grade seven were not tested, because the spring IDEA testing in grade six

was to have been used as their pretest measure of language proficiency. However, students were not tested because test communication to sixth grade teachers was not clear. In the fall these students were missed, because seventh grade teachers assumed continuing students had been pretested. However, new seventh and eighth graders at Martin were administered the LAB group segments of the test by TBE teachers; the Title VII evaluation associate gave the individual part. At Travis, the evaluation associate and coordinating counselor (LPAC chairperson) administered all sections of the LAB to students. Title VII students at Anderson and Johnston were tested by the ESOL teachers and the school LPAC chairpersons.

From April 14 to May 7, the posttest was administered at the four schools using the same procedures except at Travis the LPAC chairperson administered all parts of the tests alone.

LAB scores were entered on a computer terminal by the part-time clerk for bilingual programs and transferred to master data file BARB87 by the programmer analyst. Thus, in order to answer the evaluation questions about English proficiency, three master data files for each of the program's three years were used, BARB87 (master file 1987-88), BARB86 (master file 1986-87), and BARB85 (master file 1985-86). Raw score gains were calculated from these files for the overall group. Tutor/nontutor comparisons were calculated from mergers of current and past two year master data files with tutor data files, Data Tutor85 and Data Tutor87. (Tutor data for 1986-87 was included on master data file BARB86.) Raw scores were transformed into equivalent percentiles, using the LAB Technical Manual (see Attachment A-4)as appropriate. Specific SAS procedures are given in Attachment A-1, A-2, and A-3. Significant differences between tutored and nontutored groups over time were examined through regression analysis; to do this, the programmer analyst created EV1PLOT, based on SAS General Linear Models, (See Attachment A-3.)

A summary of results may be found under Language Proficiency in the Final Report section of this report (pp. 7-10).

```
*****************************************************************
THIS PROGRAM PERFORMS LAB ANALYSIS ON TITLE VII KIDS WHO WERE
IN THE PROGRAM FOR 3 YEARS.  THEY MUST HAVE A PRESCORE IN FALL85
 AND A POSTSCORE IN SPRING88.
*****************************************************************;

TITLE 'AUSTIN INDEPENDENT SCHOOL DISTRICT';                          00000210
TITLE2 'OFFICE OF RESEARCH AND EVALUATION';                          00000220
TITLE3 'TITLE VII LAB ANALYSIS - 1988';                              00000230
TITLE4 'D1-2';  ℓ D1-1 (one year gains)                              00000270
 DATA BARB87;                                                        00000270
    INFILE BARB87;                  Master File 1987-88
    INPUT    STUID     1-7          (File Lay Out)
             NAME     $ 8-35                                        00000630
             LOC      $ 36-38                                       00000640
             GRADE8   $ 39-40
             LEPST    $ 42
             LANGDOM  $ 43-44
             FALL87     45-46
             SPR87      47-48
             SPR88      49-50;
 IF GRADE8 GE '09' AND GRADE8 LE '12';
 DATA BARB86;
    INFILE BARB86;
    INPUT    STUID     1-7          Master File 1986-87
             NAME     $ 8-34                                        00000630
             LOC      $ 36-38                                       00000640
             GRADE    $ 39-40
             LEPST    $ 42
             LANGDOM  $ 43
             FALL86     45-46
             SPR87     48-49
             ENDORSE    51
             TUTREAD  $ 53
             TUTLANG  $ 54
             TUTMATH  $ 55
             TUTSOCS  $ 56
             TUTSCI   $ 57;
 PROC SORT;
    BY STUID;
 DATA BARB85;                       Master File 1985-86
    INFILE BARB85;
    INPUT    STUID     4-10
             NAME     $ 11-30                                       00000630
             GRADE    $ 31-32
             LOC5     $ 33-35                                       00000640
             FALL85     57-58
             SPR86      59-60;
 PROC SORT;
    BY STUID;
  DATA BARBMRG;
     MERGE BARB85(IN=ON1) BARB87(IN=ON2) BARB86(IN=ON3);
     BY STUID;
     IF FALL85 NE . AND (SPR88 NE . OR FALL87 NE .);
 LABGAIN = SPR88 - FALL85;
 PROC FREQ;
    TABLES SPR88 FALL87;
 PROC MEANS N MEAN STD MIN MAX RANGE SUM VAR STDERR T PRT;
```


Attachment A-1
(Page 1 of 2)

Overall LAB Gains:
One Year (1987-88)
Three Year (1985-88)

AUSTIN INDEPENDENT SCHOOL DISTRICT — 14:02 TUESDAY, JUNE 7, 1988 — 2
OFFICE OF RESEARCH AND EVALUATION
TITLE VII LAB ANALYSIS - 1988
FALL 87 AND SPRING 88 LAB SCORES

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	RANGE	SUM	VARIANCE	STD ERROR OF MEAN	T	PR>|T|
GRADE=07											
FALL87	14	11.78571429	19.84237336	0.0000000	66.0000000	66.0000000	165.000000	393.719780	5.30309734	2.22	0.0446
SPR88	14	42.00000000	11.61562932	26.0000000	61.0000000	35.0000000	588.000000	134.923077	3.10441019	13.53	0.0001
LABGAIN	14	30.21428571	17.85947607	8.0000000	58.0000000	50.0000000	423.000000	308.335165	4.69296712	6.44	0.0001
GRADE=08											
SPR87	32	42.68625000	13.42884237	14.0000000	67.0000000	43.0000000	1365.00000	154.426411	2.19677613	19.42	0.0001
SPR88	32	50.82500000	14.93156432	23.0000000	81.0000000	58.0000000	1620.00000	222.951613	2.63955260	19.18	0.0001
LABGAIN	32	7.96875000	8.69368684	-1.0000000	28.0000000	29.0000000	255.00000	44.805444	1.18328784	6.73	0.0001
GRADE=09											
SPR87	14	48.00000000	11.30890735	33.0000000	72.0000000	39.0000000	672.000000	127.846154	3.02189810	15.88	0.0001
SPR88	14	63.78571429	7.90499911	53.0000000	76.0000000	23.0000000	893.000000	62.489011	2.11269988	30.19	0.0001
LABGAIN	14	15.78571429	7.23430472	4.0000000	33.0000000	29.0000000	221.000000	52.335165	1.93344926	8.16	0.0001
GRADE=10											
SPR87	15	53.93333333	11.73192632	29.0000000	69.0000000	40.0000000	809.000000	137.638095	3.02917035	17.80	0.0001
SPR88	15	64.93333333	11.54164303	45.0000000	83.0000000	38.0000000	974.000000	133.209524	2.98003942	21.79	0.0001
LABGAIN	15	11.00000000	11.13552873	-17.0000000	34.0000000	51.0000000	165.000000	124.000000	2.87518115	3.83	0.0019
GRADE=11											
SPR87	11	62.72727273	8.45092787	53.0000000	77.0000000	24.0000000	690.000000	71.4181818	2.54805062	24.62	0.0001
SPR88	11	71.72727273	6.79839553	63.0000000	85.0000000	22.0000000	789.000000	46.2181818	2.04979338	34.99	0.0001
LABGAIN	11	9.00000000	5.53172667	-2.0000000	17.0000000	19.0000000	99.000000	30.6000000	1.66787835	5.40	0.0003
GRADE=12											
SPR87	7	53.57142857	14.69531833	27.0000000	69.0000000	42.0000000	375.000000	215.952381	5.55430825	9.65	0.0001
SPR88	7	69.28571429	7.27356597	59.0000000	81.0000000	22.0000000	485.000000	52.904762	2.74914953	25.20	0.0001
LABGAIN	7	15.71428571	9.56929614	8.0000000	36.0000000	28.0000000	110.000000	91.571429	3.61685397	4.34	0.0049

```
   VAR FALL85 SPR86 FALL86 SPR87 FALL87 SPR88;
PROC SORT;
  BY  GRADE8;
PROC MEANS;
   VAR FALL85 SPR88 LABGAIN;
   BY GRADE8;
PROC MEANS;
   VAR FALL85 SPR88 LABGAIN;
PROC MEANS;
   VAR FALL85 SPR86 FALL86 SPR87 FALL87 SPR88;
   BY GRADE8;
PROC MEANS;
   VAR FALL85 SPR86 FALL86 SPR87 FALL87 SPR88;
 PROC DELETE DATA=BARB87 TUTOR;                    00001070
```

AUSTIN INDEPENDENT SCHOOL DISTRICT — 15:00 THURSDAY, JUNE 9, 1988 — 2
OFFICE OF RESEARCH AND EVALUATION
TITLE VII LAB ANALYSIS - 1988
ORWLEP - SA$LABSC

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	RANGE	SUM	VARIANCE	STD ERROR OF MEAN	T	PR>|T|
FALL85	28	38.64285714	12.21175598	17.0000000	58.0000000	41.0000000	1082.00000	149.126984	2.30780496	16.74	0.0001
SPR86	27	46.40740741	11.87194255	25.0000000	66.0000000	41.0000000	1253.00000	140.943020	2.28475641	20.31	0.0001
FALL86	10	48.00000000	9.36897955	35.0000000	63.0000000	28.0000000	480.00000	87.777778	2.96273147	16.20	0.0001
SPR87	24	56.83333333	9.90681218	36.0000000	72.0000000	36.0000000	1364.00000	98.144928	2.02221957	28.10	0.0001
FALL87	0	.	.	.	.	.	.	.	.	.	.
SPR88	28	66.42857143	8.27503417	50.0000000	83.0000000	33.0000000	1860.00000	68.476190	1.56383446	42.48	0.0001

APPENDIX A
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Attachment A-1
(Page 2 of 2)

```
THIS PROGRAM PERFORMS LAB ANALYSIS ON THE TITLE VII KIDS WHO
HAVE BOTH A PRESCORE OF SPRING87 OR FALL87 AND A POSTSCORE OF
SPRING88.  TUTORED AND NON-TUTORED KIDS ARE COMPARED.
*****************************************************************;                    00000210
TITLE 'AUSTIN INDEPENDENT SCHOOL DISTRICT';                                            00000220
TITLE2 'OFFICE OF RESEARCH AND EVALUATION';                                            00000230
TITLE3 'TITLE VII LAB ANALYSIS - 1988';                                                00000270
TITLE4 'D1-3';                                                                         00000270
 DATA BAR887;
    INFILE BAR887;
    INPUT     STUID     1-7
              NAME    $ 8-35                                                       00000630
              LOC     $ 36-38                                                      00000640
              GRADE8  $ 39-40
              LEPST   $ 42
              LANGDOM $ 43-44
              FALL87    45-46
              SPR87     47-48
              SPR88     49-50;
 IF GRADE8 GE '09' AND GRADE8 LE '12';
 DATA TUTOR;
    INFILE TUT87;
    INPUT    STUID     1-7
             GRADE   $ 9-10
             READ    $ 12
             LANG    $ 16;
  PROC SORT;
     BY STUID;
 DATA BAR886;
    INFILE BAR886;
    INPUT     STUID     1-7
              NAME    $ 8-34                                                       00000630
              LOC     $ 36-38                                                      00000640
              GRADE   $ 39-40
              LEPST   $ 42
              LANGDOM $ 43
              FALL86    45-46
              SPR87     48-49
              ENDORSE   51
              TUTREAD $ 53
              TUTLANG $ 54
              TUTMATH $ 55
              TUTSOCS $ 56
              TUTSCI  $ 57;
 PROC SORT;
    BY STUID;
  DATA BAR8MRG;
     MERGE TUTOR(IN=ON1) BAR887(IN=ON2) BAR886(IN=ON3);
     BY STUID;
     IF ON1 AND ON2 THEN TUTORED = 'YES';
     ELSE TUTORED = 'NO';
     IF (SPR88 NE . AND FALL87 NE .) OR (SPR88 NE . AND SPR87 NE .);
 POST = SPR88;
     IF (SPR88 NE . AND FALL87 NE .) THEN PRE = FALL87;
     IF (SPR88 NE . AND SPR87 NE .) THEN PRE = SPR87;
 LANGGAIN = POST - PRE;
```

Attachment A-2
(Page 1 of 2)

Tutored vs. Nontutored:
1987-88

APPENDIX A
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```
PROC SORT;
  BY TUTORED;
PROC MEANS N MEAN STD MIN MAX RANGE SUM VAR STDERR T PRT;
TITLE4 'TOTAL COLLAPSED';
  VAR PRE POST LABGAIN;
  BY TUTORED;
PROC MEANS N MEAN STD MIN MAX RANGE SUM VAR STDERR T PRT;
TITLE4 'RAW SCORES BY GRADE-OVERALL';
  VAR SPR87 SPR88;
  BY  GRADE;
 PROC DELETE DATA=BARB87 TUTOR;                                    00001070
/*
```

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION
TITLE VII LAB ANALYSIS - 1988
TOTAL COLLAPSED

14:40 TUESDAY, JUNE 7, 1988 3

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	RANGE	SUM	VARIANCE	STD ERROR OF MEAN	T	PR>|T|
TUTORED=NO											
PRE	40	50.62500000	17.42042347	0.0000000	77.0000000	77.0000000	2025.00000	303.471154	2.75441080	18.38	0.0001
POST	40	65.25000000	13.32964693	30.0000000	86.0000000	56.0000000	2610.00000	177.679487	2.10760223	30.96	0.0001
LABGAIN	40	14.62500000	11.22882623	-17.0000000	36.0000000	53.0000000	585.00000	126.086538	1.77543332	8.24	0.0001
TUTORED=YES											
PRE	67	39.04477612	21.43519680	0.0000000	72.0000000	72.0000000	2616.00000	459.467662	2.61872608	14.91	0.0001
POST	67	53.02985075	15.66212392	23.0000000	81.0000000	58.0000000	3553.00000	245.302126	1.91343298	27.71	0.0001
LABGAIN	67	13.98507463	13.46431033	-2.0000000	58.0000000	60.0000000	937.00000	181.287653	1.64492731	8.50	0.0001

APPENDIX A
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Attachment A-2
(Page 2 of 2)

Attachment A-3
(Page 1 of 4)

Tutored vs. Nontutored:
Two and Three Year
Groups

```
*****************************************************************
THIS PROGRAM COMPARES LAB RESULTS OF TITLE VII STUDENTS WHO WERE
TUTORED FOR 3 OR MORE SEMESTERS WITH NON-TUTORED TITLE VII
STUDENTS.
*****************************************************************;
                                                                  00000210
TITLE 'AUSTIN INDEPENDENT SCHOOL DISTRICT';                       00000220
TITLE2 'OFFICE OF RESEARCH AND EVALUATION';                       00000230
TITLE3 'TITLE VII LAB ANALYSIS - D1-4';                           00000270
 DATA BAR887;
    INFILE BAR887;
    INPUT     STUID     1-7
              NAME     $ 8-35                                     00000630
              LOC      $ 36-38                                    00000640
              GRADE    $ 39-40
              LEPST    $ 42
              LANGDOM  $ 43-44
              FALL87     45-46
              SPR87      47-48
              SPR88      49-50;
 PROC SORT;
    BY STUID;
 DATA TUTOR87;
    INFILE TUT87;
    INPUT     STUID     1-7
              GRADE   $ 9-10
              READ87    12
              MATH87    14
              LANG87    16
              SOCS87    18
              OTHR87    20
              SCIN87    22;
  IF READ87 = 2 THEN READ87 = 1;
  IF LANG87 = 2 THEN LANG87 = 1;
  IF MATH87 = 2 THEN MATH87 = 1;
  IF SOCS87 = 2 THEN SOCS87 = 1;
  IF SCIN87 = 2 THEN SCIN87 = 1;
  IF OTHR87 = 2 THEN OTHR87 = 1;
  IF READ87 = 3 THEN READ87 = 2;
  IF LANG87 = 3 THEN LANG87 = 2;
  IF MATH87 = 3 THEN MATH87 = 2;
  IF SOCS87 = 3 THEN SOCS87 = 2;
  IF SCIN87 = 3 THEN SCIN87 = 2;
  IF OTHR87 = 3 THEN OTHR87 = 2;
 PROC SORT;
     BY STUID;
 DATA BAR886;
    INFILE BAR886;
    INPUT     STUID     1-7
              NAME     $ 8-34                                     00000630
              LOC      $ 36-38                                    00000640
              GRADE    $ 39-40
              LEPST    $ 42
              LANGDOM  $ 43
              FALL86     45-46
              SPR87      48-49
```

```
    SEMTOT3 + SEMESTER;
  IF SEMTOT3 GE 3 THEN TUTORED = 'YES';
  IF SEMTOT3 = 0 THEN TUTORED= 'NO';
  LABGAIN = SPR88 - FALL85;
PROC PRINT;
PROC SORT;
  BY TUTORED;
PROC MEANS N MEAN STD MIN MAX RANGE SUM VAR STDERR T PRT;
TITLE4 'THREE YEAR LAB GROUP';
   VAR FALL85 SPR88 LABGAIN;
   BY TUTORED;
 DATA TUTMRG2;
    MERGE BARB85(IN=ON1) BARB86(IN=ON2) BARB87(IN=ON3) TUTOR85(IN=ON4)
        TUTOR87(IN=ON5);
    BY STUID;
    IF FALL86 NE . AND SPR88 NE .;
    SEMTOT3 = 0;
    SEMTOT3 + READ87;
    SEMTOT3 + LANG87;
    SEMTOT3 + MATH87;
    SEMTOT3 + SOCS87;
    SEMTOT3 + SCIN87;
    SEMTOT3 + OTHR87;
    SEMTOT3 + READ86;
    SEMTOT3 + LANG86;
    SEMTOT3 + MATH86;
    SEMTOT3 + SOCS86;
    SEMTOT3 + SCIN86;
  IF SEMTOT3 GE 3 THEN TUTORED = 'YES';
  IF SEMTOT3 = 0 THEN TUTORED = 'NO';
  LABGAIN = SPR88 - FALL86;
  PROC PRINT;
PROC SORT;
  BY  TUTORED;
PROC MEANS N MEAN STD MIN MAX RANGE SUM VAR STDERR T PRT;
TITLE4 'TWO YEAR LAB GROUP';
   VAR  FALL86 SPR88 LABGAIN;
   BY  TUTORED;
 PROC DELETE DATA=TUTMRG2 TUTMRG3 BARB87 BARB86 BARB85 TUTOR87 TUTOR85;00001070
/*                                                                     00001080
```

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION
TITLE VII LAB ANALYSIS - D1-4
THREE YEAR LAB GROUP

14:52 FRIDAY, AUGUST 5, 1988 1

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	RANGE	SUM	VARIANCE	STD ERROR OF MEAN	T	PR>|T|
TUTORED=											
FALL85	16	40.37500000	11.72390720	21.0000000	58.0000000	37.0000000	646.00000	137.450000	2.93097680	13.78	0.0001
SPR88	16	67.06250000	8.77472697	50.0000000	83.0000000	33.0000000	1073.00000	76.995833	2.19368174	30.57	0.0001
LABGAIN	16	26.68750000	14.77709376	-6.0000000	43.0000000	49.0000000	427.00000	218.362500	3.69427344	7.22	0.0001
TUTORED=NO											
FALL85	4	38.00000000	18.01850900	17.0000000	54.0000000	37.0000000	152.000000	324.666667	9.00925450	4.22	0.0244
SPR88	4	67.00000000	7.16472842	59.0000000	74.0000000	15.0000000	268.000000	51.333333	3.58236421	18.70	0.0003
LABGAIN	4	29.00000000	12.27463509	20.0000000	46.0000000	26.0000000	116.000000	150.666667	6.13731755	4.73	0.0180
TUTORED=YES											
FALL85	8	35.50000000	11.09697513	24.0000000	52.0000000	28.0000000	284.000000	123.142857	3.92337318	9.05	0.0001
SPR88	8	64.87500000	8.55966455	53.0000000	76.0000000	23.0000000	519.000000	73.267857	3.02629842	21.44	0.0001
LABGAIN	8	29.37500000	7.15017482	20.0000000	41.0000000	21.0000000	235.000000	51.125000	2.52796855	11.62	0.0001

TWO YEAR LAB GROUP

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	RANGE	SUM	VARIANCE	STD ERROR OF MEAN	T	PR>|T|
TUTORED=											
FALL86	24	37.79166667	12.04332457	16.0000000	68.0000000	52.0000000	907.00000	145.041667	2.45833333	15.37	0.0001
SPR88	24	59.75000000	13.43341065	34.0000000	85.0000000	51.0000000	1434.00000	180.456522	2.74208347	21.79	0.0001
LABGAIN	24	21.95833333	9.47527293	-1.0000000	36.0000000	37.0000000	527.00000	89.780797	1.93413199	11.35	0.0001
TUTORED=NO											
FALL86	9	41.77777778	19.95481006	9.0000000	67.0000000	58.0000000	376.000000	398.194444	6.65160335	6.28	0.0002
SPR88	9	64.88888889	15.26797665	35.0000000	83.0000000	48.0000000	584.000000	233.111111	5.08932555	12.75	0.0001
LABGAIN	9	23.11111111	18.03083778	9.0000000	65.0000000	56.0000000	208.000000	325.111111	6.01027926	3.85	0.0049
TUTORED=YES											
FALL86	5	38.20000000	22.09524836	0.0000000	56.0000000	56.0000000	191.000000	488.200000	9.88129546	3.87	0.0181
SPR88	5	64.60000000	14.15273825	45.0000000	81.0000000	36.0000000	323.000000	200.300000	6.32929696	10.21	0.0005
LABGAIN	5	26.40000000	12.50199984	16.0000000	45.0000000	29.0000000	132.000000	156.300000	5.59106430	4.72	0.0092

SAS 10:49 TUESDAY, JUNE 21, 1988 2

GENERAL LINEAR MODELS PROCEDURE

DEPENDENT VARIABLE: V1

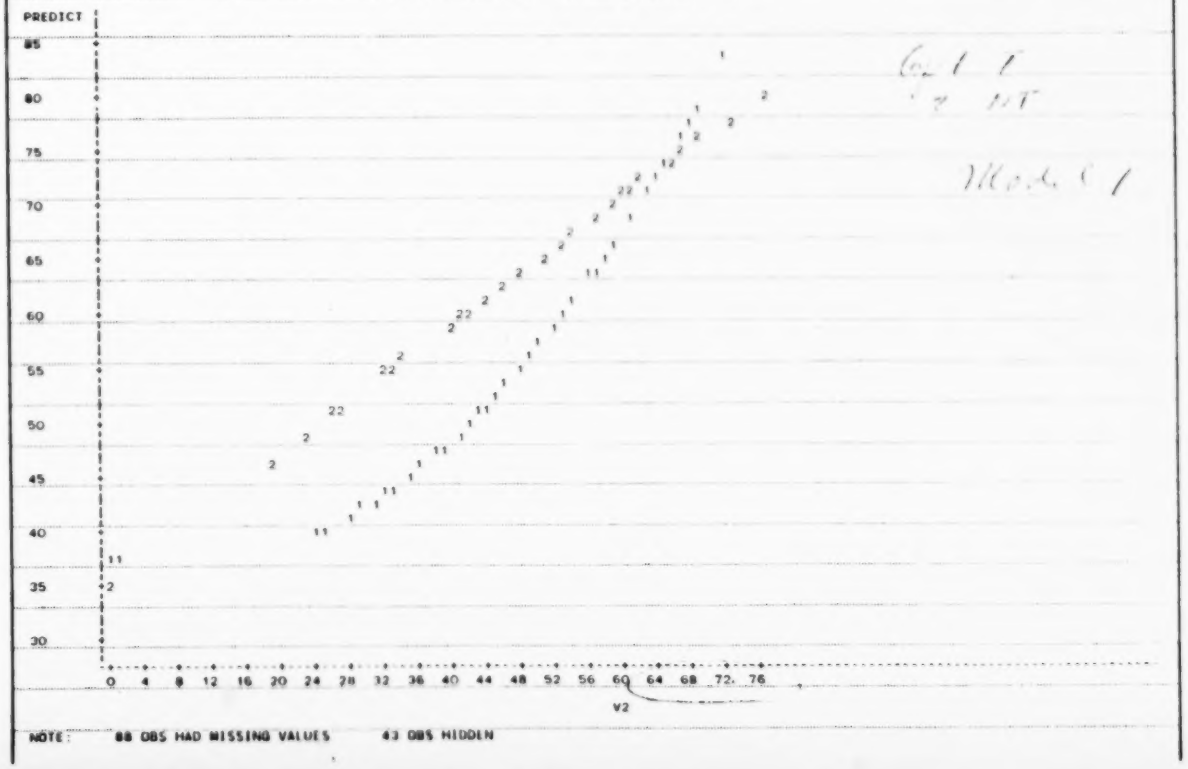
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C.V.
MODEL	5	19614.15599763	3922.83119953	54.68	0.0001	0.730244	14.7051
ERROR	101	7245.56362854	71.73825375		ROOT MSE		V1 MEAN
CORRECTED TOTAL	106	26859.71962617			8.46984379		57.59813084

SOURCE	DF	TYPE I SS	F VALUE	PR > F	DF	TYPE III SS	F VALUE	PR > F
V3	1	413.78915833	5.77	0.0181	1	106.02284111	1.48	0.2269
V4	1	17141.19177383	238.94	0.0001	1	274.98310923	3.83	0.0530
V6	1	2045.77457385	28.52	0.0001	1	1981.00834467	27.61	0.0001
V7	1	3.32377975	0.05	0.8300	1	1.58950733	0.02	0.8820
V8	1	10.07671187	0.14	0.7086	1	10.07671187	0.14	0.7086

PARAMETER	ESTIMATE	T FOR HO: PARAMETER=0	PR > |T|	STD ERROR OF ESTIMATE
INTERCEPT	34.77023759	4.87	0.0001	7.14222071
V3	-0.18413809	-1.22	0.2269	0.15146745
V4	0.63160557	1.96	0.0530	0.32260295
V6	0.01143612	5.25	0.0001	0.00217626
V7	-0.00052305	-0.15	0.8820	0.00351385
V8	2.83883393	0.37	0.7086	7.57453484

SAS 10:49 TUESDAY, JUNE 21, 1988 6

PLOT OF PREDICT*V2 SYMBOL IS VALUE OF GROUP



NOTE: 88 OBS HAD MISSING VALUES 43 OBS HIDDEN

Model 1

Laurie Ostrem

APPENDIX A
11

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Attachment A-3
(Page 4 of 4)

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Table 1C. Percentile Ranks Corresponding to Number of Correct Items—Total English Level III

Total English—Level III							
Stanine	Percentile Rank	Number Correct Grade 7	8	9	10	11	12
	99	91-92	92	92	92	92	92
9	98	90	91	91	91		
	97						
	96	89					
	95						91
	94		90			91	
8	93	88					
	92			90	90		
	91						
	90		89				
	89	87					
	88						
	87						
	86					90	
	85				89		
7	84	86	88	89			
	83						
	82						90
	81						
	80						
	79		87				
	78	85					
	77						
	76			88	88	89	
	75						
	74	84					
	73		86				
	72						
	71						
	70	83					
6	69						
	68				87		89
	67			87			
	66		85			88	
	65	82					
	64						
	63			86			
	62				86		
	61	81					
	60		84				88
	59						
	58	80					
	57					87	
	56						
5	55		83				
	54	79			85		
	53						
	52					86	87
	51	78					
	50		82		84		

Table 1C. Percentile Ranks Corresponding to Number of Correct Items—Total English Level III (cont.)

Total English—Level III							
Stanine	Percentile Rank	Number Correct Grade 7	8	9	10	11	12
	49			84			
	48	77					
	47					85	
	46		81		83		86
5	45						
	44	76		83			
	43						
	42	75			82		
	41		80				85
	40			82		84	
	39	74					
	38		79				
	37	73			81		
	36					83	84
	35		78	81			
	34	72			80		
	33						
4	32		77	80			
	31	71				82	83
	30				79		
	29	70	76	79		81	
	28						
	27	69	75		78		82
	26			78			
	25		74			80	
	24	68			77		81
	23		73	77			
	22	67				79	
	21		72				80
	20	66	71	76	76	78	79
3	19				75		
	18	65	70	75	74		
	17				73	77	78
	16	64	69		72	76	77
	15	63		74	71	75	76
	14		68	73	70	74	
	13	62	67			73	75
	12	61	66	72	68-69	72	
	11	60	65	71	67	70-71	74
	10	59	64	70	65-66	69	73
	09	58	62-63	69	63-64	67-68	72
2	08	57	60-61	68	62	64-66	70-71
	07	56	59		60-61	63	69
	06	55	57-58	67	57-59	61-62	66-68
	05	54	56	65-66	54-56	58-60	63-65
	04	52-53	54-55	62-64	52-53	56-57	60-62
	03	50-51	51-53	59-61	49-51	52-55	56-59
1	02	45-59	45-50	53-58	46-48	50-51	52-55
	01	1-44	1-44	1-52	1-45	1-49	1-51

Attachment A-4
(Page 1 of 1)
LAB Percentiles

Title VII Program

Appendix B

IOWA TESTS OF BASIC SKILLS (ITBS)/
TESTS OF ACHIEVEMENT AND PROFICIENCY (TAP)

IOWA TEST OF BASIC SKILLS (ITBS)/ TESTS OF ACHIEVEMENT AND PROFICIENCY (TAP)

Purpose

Academic achievement is the primary focus of education. However, national research suggests that it may take five to seven years for students with very limited proficiency in English--like Title VII Hispanic LEP A and B students--to develop the deeper level of English competency necessary to fully comprehend academic tasks (Cummins, 1984). Thus, norm-referenced tests such as the Iowa Tests of Basic Skills (ITBS) and the Tests of Achievement and Proficiency (TAP) predictably are not very sensitive to early student gains which usually are in the area of interpersonal communication skills. LEP students in AISD generally show gains on norm-referenced tests after three or four years. Thus, the ITBS/TAP provide a baseline and a means to measure the narrowing of the academic gap over time between Title VII and other students in AISD.

Decision Question D1. Should the Title VII Program be continued as it is, modified, or discontinued?

Objective #2 - English Achievement: By the end of each program year, program students' average posttest percentile scores on the Iowa Tests of Basic Skills (ITBS) and the Tests of Achievement and Proficiency (TAP) (as appropriate) will be higher than average pretest percentile scores by subject area. (All schools)

Evaluation Question D1-5. Did the 1987-88 Title VII Program meet its English achievement objective that junior and senior high program participants would exhibit percentile achievement gains, on the average, by grade and subject areas, when tested in English in:

a) Reading?
b) Language?
c) Mathematics?
d) Social Studies?
e) Science?

Evaluation Question D1-6. Was the percentage of program participants, entering in 1985-86 and able to take the ITBS/TAP, greater after three years than after one or two years? How many were able to be tested all three years?

Evaluation Question D1-7. Did the grade equivalent scores of 1987-88 program students who were in the program and able to be tested in 1985-86 and 1986-87, come closer to the national average in the third year?

Procedure

Test Administration

The ITBS is administered to all AISD students, grades K-8, while its continuation, the TAP, is given to students, grades 9-12. Both are administered as part of the regular districtwide testing program in April and May of each year.

Teachers may have program LEP A,B, and C students attempt the ITBS/TAP. However, if it is obvious students cannot handle the level of English proficiency required on the first test, they are permitted to discontinue. This is based on teacher judgment that the student would be unable to answer one out of four items correctly. A separate decision is made for each subsequent subtest as a student who may not be able to take a reading comprehension test may be able to do reasonably well on a mathematics computation test. Subtests with an insufficient number of responses are automatically discounted when machine scored. A program student may also not be tested if that student was absent during the regular and make-up sessions of the districtwide testing.

All tests were administered by classroom teachers. All scoring was handled by the Office of Research and Evaluation (ORE).

Sample Description

The Title VII student population, upon which the ITBS/TAP analyses are based, is uniquely restricted. Most participants have not been in AISD or its programs for LEP students for very long. Therefore, some did not have pre- and posttest scores to assess growth.

Data Analysis

The following evaluation questions were answered by SAS programs based on the Title VII master files, and district longitudinal LEP, ITBS, and TAP data files.

Evaluation Question D1-5 and Objective 2. Extrapolated median percentile scores for pre- and posttest ITBS (grades 7 and 8) and TAP (grades 9-12) scores of program students on the 1987-88 master file were computed by the programmer analyst in SAS program EV1 ITBS by grade and test area (reading, language, mathematics, social studies, and science). See Attachment B-1 for program statements and sample output. Gains were then hand-calculated (posttest median minus pretest median). Gains could not be determined for 9th graders, because they take the ITBS in grade 8 versus the TAP in grade 9; norms vary considerably.

Evaluation Question D1-6. The programmer analyst created EV1ITBS3, examining the test taking patterns of 1985-86 master file participants over the three years with SAS PROC FREQ procedures. See Attachment B-3 for the percentage of program participants able to take the ITBS/TAP.

Evaluation Question D1-7. A SAS PROC MEANS procedure was run on 1987-88 master file students with ITBS/TAP scores for spring, 1985 (pretest) and spring, 1988 (posttest) by subtest area in SAS program EV1ITBS2. In addition, this program calculated a means for any spring, 1986 subtest grade equivalent score these students had. See Attachment B-2. (For sample output, see p. 9.)

Results may be found under English Achievement of the Final Report section (see pp.11-15).

Attachment B-1
(ITBS/TAP -- One Year Followup)
(Page 1 of 3)

```
//EV1ITBS   JOB  ,CLASS=A,MSGCLASS=H,NOTIFY=ORSB                    00000010
//JOBLIB  DD DSN=SYS2.PROD.LINKLIB,DISP=SHR
//PRTST1  EXEC PRTCNTL,CTL=PCSIMW,RCLASS=C
//SAS EXEC SAS,OPTIONS='MACRO',USER=OR5,RCLASS=C                   00000020
//ORSDIS  DD DSN=SYS2.TEST.ORSDIS,DISP=(SHR,KEEP)
//LEPFIL  DD DSN=ORE.PROD.LEPFIL,DISP=(SHR,KEEP)
//MASTER  DD DSN=SYS2.TEST.ORSLEP(SA@87VII),DISP=(SHR,KEEP)
//ITBS    DD DSN=UCC.ESWITL05(0),                                  00000030
//        DISP=(OLD,KEEP,KEEP)                                     00000040
//TAPS  DD DSN=UCC.ESWTPL04(0),
//      DISP=(OLD,KEEP,KEEP)
//SYSIN DD *                                                       00000080
                                                                   00000170
OPTIONS  ERRORS = 0;                                               00000190
************************************************************
THIS PROGRAM PERFORMS A ONE YEAR ITBS FOLLOWUP ON TITLE VII
KIDS.  9TH GRADERS ARE EXCLUDED.
************************************************************;
 TITLE1 'AUSTIN INDEPENDENT SCHOOL DISTRICT';
 TITLE2 'OFFICE OF RESEARCH AND EVALUATION';
 TITLE3 'TITLE VII ITBS ANALYSIS 86/87 - 87/88 - D1-5';
  DATA SCORES;                                                     00000240
    INFILE ITBS;                                                   00000250
    INPUT        STUID       $ 1-7                                 00000217
       @813      READTGE7      ZD3.1
       @816      READTPC7      ZD2.
       @821      LANGGE7      ZD3.1
       @824      LANGEPC7      ZD2.
       @832      WRKSTPC7      ZD2.
       @837      MATHTGE7      ZD3.1
       @840      MATHTPC7      ZD2.
                 GRADE8    $  922-923
       @953      REDCMGE8     ZD3.1                              00000248
       @956      REDCMPC8     ZD2.                               00000249
       @1025     MATCMGE8     ZD3.1                              00000275
       @1028     MATCMPC8     ZD2.                               00000276
       @1033     READTGE8     ZD3.1                              00000278
       @1036     READTPC8     ZD2.                               00000279
       @1041     LANGGE8       ZD3.1                             00000281
       @1044     LANGEPC8       ZD2.                            00000282
       @1052     WRKSTPC8     ZD2.
       @1057     MATHTGE8     ZD3.1                              00000287
       @1060     MATHTPC8     ZD2.;                              00000288
   IF GRADE8 GE '07';
   DATA TAPSCORE;
     INFILE TAPS;
     INPUT        STUID       $ 1-7                               00001093
         @255     READGE6       ZD3.1                           00001112
         @258     READPC6       ZD2.                            00001113
         @262     MATHGE6       ZD3.1                           00001115
         @265     MATHPC6       ZD2.                            00001116
         @269     WRITGE6       ZD3.1                           00001118
         @272     WRITPC6       ZD2.                            00001119
         @283     SOCSTGE6       ZD3.1                          00001124
         @286     SOCSTPC6       ZD2.                           00001125
         @290     SCINCGE6      ZD3.1                           00001127
         @293     SCINCPC6      ZD2.                            00001128
         @355     READGE7       ZD3.1                           00001112
         @358     READPC7       ZD2.                            00001113
         @362     MATHGE7       ZD3.1                           00001115
         @365     MATHPC7       ZD2.                            00001116
         @369     WRITGE7       ZD3.1                           00001118
         @372     WRITPC7       ZD2.                            00001119
         @383     SOCSTGE7       ZD3.1                          00001124
         @386     SOCSTPC7       ZD2.                           00001125
         @290     SCINCGE7      ZD3.1                           00001127
```

```
        @393    SCINCPC7    ZD2.                                          00001128
        @455    READGE8     ZD3.1
        @458    READPC8     ZD2.
        @462    MATHGE8     ZD3.1
        @465    MATHPC8     ZD2.
        @469    WRITGE8     ZD3.1
        @472    WRITPC8     ZD2.
        @483    SOCSTGE8    ZD3.1
        @486    SOCSTPC8    ZD2.
        @490    SCINCGE8    ZD3.1
        @493    SCINCPC8    ZD2.;
DATA MASTER;
   INFILE MASTER;
   INPUT        STUID      $  1-7
                GRADE      $  39-40;
  IF GRADE NE '09';
PROC SORT;                                                              00000570
    BY STUID;                                                           00000580
DATA TAPMRG;
   MERGE  TAPSCORE(IN=ON1) MASTER(IN=ON2) SCORES(IN=ON3);
   BY STUID;
   IF ON2;
*  IF READTPC7 NE . AND READTPC8 NE . AND LANGEPC7 NE . AND LANGEPC8
     NE . AND MATHTPC7 NE . AND MATHTPC8 NE . AND WRKSTPC7 NE . AND
     WRKSTPC8 NE .;
   IF READPC7 NE . AND READPC8 NE . AND WRITPC7 NE . AND WRITPC8 NE .
     AND MATHPC7 NE . AND MATHPC8 NE . AND SOCSTPC7 NE . AND SOCSTPC8
     NE . AND SCINCPC7 NE . AND SCINCPC8 NE .;
   PROC SORT;
     BY GRADE;
  DATA SEVEN;
     SET TAPMRG;
     IF GRADE = '07';
  DATA EIGHT;
     SET TAPMRG;
     IF GRADE = '08';
  DATA TEN;
     SET TAPMRG;
     IF GRADE = '10';
  DATA ELEVEN;
     SET TAPMRG;
     IF GRADE = '11';
  DATA TWELVE;
     SET TAPMRG;
     IF GRADE = '12';
                                                                        00000170
 %INCLUDE ORSDIS(SA$MDIAN);
*PROC FREQ DATA = SEVEN;
*TITLE3 '7TH GRADE';
*TABLES READTPC7/OUT=OUTDATA NOPRINT;                                   00000660
*RUN;                                                                   00000650
*%MEDIAN(OUTDATA,READTPC7);
*PROC FREQ DATA = SEVEN;
*TITLE3 '7TH GRADE';
*TABLES MATHTPC7/OUT=OUTDATA NOPRINT;                                   00000660
*RUN;                                                                   00000650
*%MEDIAN(OUTDATA,MATHTPC7);
*PROC FREQ DATA = SEVEN;
*TITLE3 '7TH GRADE';
*TABLES LANGEPC7/OUT=OUTDATA NOPRINT;                                   00000660
*RUN;                                                                   00000650
*%MEDIAN(OUTDATA,LANGEPC7);
*PROC FREQ DATA = SEVEN;
*TITLE3 '7TH GRADE';
*TABLES WRKSTPC7/OUT=OUTDATA NOPRINT;                                   00000660
*RUN;                                                                   00000650
```

```
PROC FREQ DATA = TWELVE;
TITLE3 '12TH GRADE';
TABLES SOCSTPC8/OUT=OUTDATA NOPRINT;                    00000660
RUN;                                                    00000650
%MEDIAN(OUTDATA,SOCSTPC8);
PROC FREQ DATA = TWELVE;
TITLE3 '12TH GRADE';
TABLES SCINCPC8/OUT=OUTDATA NOPRINT;                    00000660
RUN;                                                    00000650
%MEDIAN(OUTDATA,SCINCPC8);

PROC DELETE DATA =*MERGE TAPMRG MASTER;
```

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION
12TH GRADE

11:37 FRIDAY, JUNE 17, 1988 40

MEDIAN SCINCPC8

SCINCPC8	FREQUENCY	CUMFREQ	MEDIAN
1	2	2	
2	1	3	
4	1	4	
5	1	5	
6	2	7	
9	1	8	
17	1	9	
29	1	10	
			5.5

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION
12TH GRADE

11:37 FRIDAY, JUNE 17, 1988 39

MEDIAN SOCSTPC8

SOCSTPC8	FREQUENCY	CUMFREQ	MEDIAN
4	1	1	
7	1	2	
9	2	4	
11	2	6	
13	1	7	
30	2	9	
31	1	10	
			11

Attachment B-2
(ITBS/TAP -- Mean G.E.'s)
(Page 1 of 2)

```
//EV1ITBS2  JOB  ,CLASS=A,MSGCLASS=H,NOTIFY=ORSB                    00000010
//JOBLIB   DD DSN=SYS2.PROD.LINKLIB,DISP=SHR
//PRTST1   EXEC PRTCNTL,CTL=PCSIMW,RCLASS=C
//SAS EXEC SAS,USER=OR5,RCLASS='C,COPIES=1'                        00000020
//LEPFIL   DD DSN=ORE.PROD.LEPFIL,DISP=(SHR,KEEP)
//MASTER   DD DSN=SYS2.TEST.ORSLEP(SA@85VII),DISP=(SHR,KEEP)
//ITBS   DD DSN=UCC.ESWITL05(0),
//       DISP=(OLD,KEEP,KEEP)
//TAPS    DD DSN=UCC.ESWTPL04(0),
//       DISP=(OLD,KEEP,KEEP)
//SYSIN DD *                                                       00000080
                                                                   00000170
OPTIONS  ERRORS = 0;                                               00000190
*****************************************************************
THIS PROGRAM PERFORMS AN ITBS ANALYSIS ON TITLE VII KIDS IN GRADE
9 AND 10 IN 88 WHO ARE STILL IN AISD. THEY MUST HAVE PRESCORES
FROM 1986 AND POSTSCORES FROM 1988. D1-7.
*****************************************************************;
 TITLE1 'AUSTIN INDEPENDENT SCHOOL DISTRICT';
 TITLE2 'OFFICE OF RESEARCH AND EVALUATION';
 TITLE3 'TITLE VII ITBS ANALYSIS 85/86 - 87/88   D1-7';
                                                                   00000230
  DATA SCORES;                                                     00000240
    INFILE ITBS;                                                   00000250
    INPUT        STUID       $ 1-7                                 00000217
                 GRADE6     $ 482-483
       @593      READTGE6      ZD3.1
       @601      LANGE6        ZD3.1
       @617      MATHTGE6      ZD3.1
       @813      READTGE7      ZD3.1
       @816      READTPC7      ZD2.
       @821      LANGE7       ZD3.1
       @824      LANGEPC7      ZD2.
       @837      MATHTGE7      ZD3.1
       @840      MATHTPC7      ZD2.
                 GRADE8     $  922-923
       @953      READCMGE8     ZD3.1                               00000248
       @956      READCMPC8     ZD2.                                00000249
       @1025     MATCMGE8      ZD3.1                               00000275
       @1028     MATCMPC8      ZD2.                                00000276
       @1033     READTGE8      ZD3.1                               00000278
       @1036     READTPC8      ZD2.                                00000279
       @1041     LANGE8        ZD3.1                               00000281
       @1044     LANGEPC8        ZD2.                              00000282
       @1057     MATHTGE8      ZD3.1                               00000287
       @1060     MATHTPC8      ZD2.;                               00000288
  IF GRADE6 = '07' OR GRADE6 = '08';
  DATA TAPSCORE;
    INFILE TAPS;
    INPUT        STUID       $ 1-7                                 00001093
       @255      READGE6       ZD3.1                               00001112
       @258      READPC6       ZD2.                                00001113
       @262      MATHGE6       ZD3.1                               00001115
       @265      MATHPC6       ZD2.                                00001116
       @269      WRITGE6       ZD3.1                               00001118
       @272      WRITPC6       ZD2.                                00001119
       @283      SOCSTGE6      ZD3.1                               00001124
       @286      SOCSTPC6      ZD2.                                00001125
       @290      SCINCGE6      ZD3.1                               00001127
       @293      SCINCPC6      ZD2.                                00001128
       @355      READGE7       ZD3.1                               00001112
       @358      READPC7       ZD2.                                00001113
       @362      MATHGE7       ZD3.1                               00001115
       @365      MATHPC7       ZD2.                                00001116
       @369      WRITGE7       ZD3.1                               00001118
       @372      WRITPC7       ZD2.                                00001119
```

```
          @383    SOCSTGE7     ZD3.1
          @386    SOCSTPC7     ZD2.                                    00001124
          @390    SCINCGE7     ZD3.1                                   00001125
          @393    SCINCPC7     ZD2.                                    00001127
          @455    READGE8      ZD3.1                                   00001128
          @458    READPC7      ZD2.
          @462    MATHGE8      ZD3.1
          @465    MATHPC8      ZD2.
          @469    WRITGE8      ZD3.1
          @472    WRITPC8      ZD2.
          @483    SOCSTGE8     ZD3.1
          @486    SOCSTPC8     ZD2.
          @490    SCINCGE8     ZD3.1
          @493    SCINCPC8     ZD2.;
  DATA TAP;
     SET TAPSCORE;
  IF (SCINCGE8 NE . AND SCINCGE6 NE .) AND (SOCSTGE8 NE . AND SOCSTGE6
    NE .) AND (MATHGE6 NE . AND MATHGE8 NE .) AND (READGE8 NE . AND
    READGE6 NE .) AND (WRITGE8 NE . AND WRITGE6 NE .);
DATA MASTER;
    INFILE MASTER;
    INPUT          STUID     $  4-10
                   GRADE     $  31-32;
IF GRADE GE '09' AND GRADE LE '10';
PROC SORT;
     BY STUID;                                                         00000570
DATA LEPS;                                                             00000580
    INFILE LEPFIL;
    INPUT          STUID     $  3-9
                   LOC       $  43-45
                   ENTRY     $  76-79;
IF LOC GT '000';
PROC SORT;
     BY STUID;                                                         00000570
DATA LEPS2;                                                            00000580
     MERGE MASTER(IN=ON1) LEPS(IN=ON2);
     BY STUID;
     IF ON1 AND ON2;
PROC FREQ;
TITLE4 'KIDS FROM 85/86 TITLE VII PROGRAM STILL ACTIVE IN AISD';
    TABLES LOC;
DATA TAPMRG;
    MERGE TAP(IN=ON2) LEPS2(IN=ON3);
    BY STUID;
    IF ON2 AND  ON3;
    PROC FREQ;
    TITLE4 'KIDS FROM 85/86 TITLE VII PROGRAM WITH ITBS SCORES IN 86 AND
88 - ENTRY DATES';
       TABLES ENTRY;
PROC MEANS N MEAN STD MIN MAX RANGE SUM VAR STDERR T PRT;
  VAR READGE6 MATHGE6 WRITGE6 SOCSTGE6 SCINCGE6
      READGE7 MATHGE7 WRITGE7 SOCSTGE7 SCINCGE7
      READGE8 MATHGE8 WRITGE8 SOCSTGE8 SCINCGE8;
PROC DELETE DATA = MERGE TAPMRG MASTER LEPS LEPS2;
```

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	RANGE	SUM	VARIANCE	STD ERROR OF MEAN	T	PR>|T|
READGE6	22	6.09090909	1.45664621	3.40000000	8.4000000	5.00000000	134.000000	2.12181818	0.31055802	19.61	0.0001
MATHGE6	22	7.73636364	1.77349412	4.90000000	11.1000000	6.20000000	170.200000	3.14528139	0.37811022	20.46	0.0001
WRITGE6	22	5.74545455	1.51711734	3.30000000	9.8000000	6.50000000	126.400000	2.30164502	0.32345050	17.76	0.0001
SOCSTGE6	22	6.12727273	1.55293327	4.10000000	9.1000000	5.00000000	134.800000	2.41160173	0.33108648	18.51	0.0001
SCINCGE6	22	6.58181818	1.80808669	3.70000000	9.3000000	5.60000000	144.800000	3.26917749	0.38548538	17.07	0.0001
READGE7	22	6.93636364	2.10906105	3.50000000	12.2000000	8.70000000	152.600000	4.44813853	0.44965333	15.43	0.0001
MATHGE7	22	9.14545455	2.58672937	5.40000000	14.7000000	9.30000000	201.200000	6.69116883	0.55149255	16.58	0.0001
WRITGE7	22	7.30000000	2.16245011	4.40000000	12.1000000	7.70000000	160.600000	4.67619048	0.46103591	15.83	0.0001
SOCSTGE7	22	8.00909091	1.81577980	3.50000000	11.2000000	7.70000000	176.200000	3.29705628	0.38712555	20.69	0.0001
SCINCGE7	22	7.66818182	1.50535121	4.20000000	10.9000000	6.70000000	168.700000	2.26608225	0.32094196	23.89	0.0001
READGE8	22	8.98181818	2.36031402	4.20000000	13.3000000	9.10000000	153.600000	5.57108225	0.50322064	13.87	0.0001
MATHGE8	22	10.02727273	2.94184617	5.30000000	15.2000000	9.90000000	220.600000	8.65445887	0.62720371	15.99	0.0001
WRITGE8	22	7.81818182	2.43967921	5.00000000	14.2000000	9.20000000	172.000000	5.95203463	0.52014135	15.03	0.0001
SOCSTGE8	22	7.99090909	2.10620604	3.70000000	11.3000000	7.60000000	175.800000	4.43610390	0.44904464	17.80	0.0001
SCINCGE8	22	7.13636364	1.92119642	3.90000000	10.8000000	6.90000000	157.000000	3.69099567	0.40960045	17.42	0.0001

```
//EV1ITBS3  JOB  ,CLASS=A,MSGCLASS=H,NOTIFY=ORSB                    00000010
//JOBLIB  DD DSN=SYS2.PROD.LINKLIB,DISP=SHR
//PRTST1  EXEC PRTCNTL,CTL=PCSIMW,RCLASS=C
//SAS EXEC SAS,USER=OR5,RCLASS='C,COPIES=1'                        00000020
//LEPFIL  DD DSN=ORE.PROD.LEPFIL,DISP=(SHR,KEEP)
//MASTER  DD DSN=SYS2.TEST.ORSLEP(SA@85VII),DISP=(SHR,KEEP)
//ITBS  DD DSN=UCC.ESWITL05(0),
//      DISP=(OLD,KEEP,KEEP)
//TAPS   DD DSN=UCC.ESWTPL04(0),
//      DISP=(OLD,KEEP,KEEP)
//SYSIN DD *                                                       00000080
                                                                   00000170
OPTIONS  ERRORS = 0;                                               00000190
*****************************************************************
THIS PROGRAM PERFORMS AN ITBS ANALYSIS FOR THE TITLE VII KIDS
WHO HAVE BEEN IN THE DISTRICT FOR 3 YEARS AND ARE STILL HERE.
*****************************************************************;
 TITLE1 'AUSTIN INDEPENDENT SCHOOL DISTRICT';
 TITLE2 'OFFICE OF RESEARCH AND EVALUATION';
 TITLE3 'TITLE VII ITBS ANALYSIS 85/86 - 87/88 - D1-6';
  DATA SCORES;                                                     00000240
    INFILE ITBS;                                                   00000250
    INPUT        STUID       $ 1-7                                 00000217
                 GRADE6     $ 482-483
        @593     READTGE6     ZD3.1
        @601     LANGE6       ZD3.1
        @617     MATHTGE6     ZD3.1
        @813     READTGE7     ZD3.1
        @816     READTPC7     ZD2.
        @821     LANGE7      ZD3.1
        @824     LANGEPC7     ZD2.
        @837     MATHTGE7     ZD3.1
        @840     MATHTPC7     ZD2.
                 GRADE8    $  922-923
        @953     READCMGE8    ZD3.1                               00000248
        @956     READCMPC8    ZD2.                                00000249
        @1025    MATCMGE8     ZD3.1                               00000275
        @1028    MATCMPC8     ZD2.                                00000276
        @1033    READTGE8     ZD3.1                               00000278
        @1036    READTPC8     ZD2.                                00000279
        @1041    LANGE8       ZD3.1                               00000281
        @1044    LANGEPC8       ZD2.                              00000282
        @1057    MATHTGE8     ZD3.1                               00000287
        @1060    MATHTPC8     ZD2.;                               00000288
  IF GRADE6 GE '07';
                                                                   00000230

  DATA TAPSCORE;
    INFILE TAPS;
    INPUT        STUID       $ 1-7                                 00001093
        @255     READGE6      ZD3.1                               00001112
        @258     READPC6      ZD2.                                00001113
        @262     MATHGE6      ZD3.1                               00001115
        @265     MATHPC6      ZD2.                                00001116
        @269     WRITGE6      ZD3.1                               00001118
        @272     WRITPC6      ZD2.                                00001119
        @283     SOCSTGE6      ZD3.1                              00001124
        @286     SOCSTPC6      ZD2                                00001125
        @290     SCINCGE6     ZD3.1                               00001127
        @293     SCINCPC6     ZD2.                                00001128
        @355     READGE7      ZD3.1                               00001112
        @358     READPC7      ZD2.                                00001113
        @362     MATHGE7      ZD3.1                               00001115
        @365     MATHPC7      ZD2.                                00001116
        @369     WRITGE7      ZD3.1                               00001118
        @372     WRITPC7      ZD2                                 00001119
```

Attachment B-3
(ITBS/TAP -- Three Year Data)
(Page 1 of 3)

```
        @383    SOCSTGE7     ZD3.1                                    00001124
        @386    SOCSTPC7     ZD2.                                     00001125
        @390    SCINCGE7    ZD3.1                                     00001127
        @393    SCINCPC7    ZD2.                                      00001128
        @455    READGE8     ZD3.1
        @458    READPC8     ZD2.
        @462    MATHGE8     ZD3.1
        @465    MATHPC8     ZD2.
        @469    WRITGE8     ZD3.1
        @472    WRITPC8     ZD2.
        @483    SOCSTGE8    ZD3.1
        @486    SOCSTPC8    ZD2.
        @490    SCINCGE8    ZD3.1
        @493    SCINCPC8    ZD2.;
*    IF READGE6 NE . AND MATHGE6 NE . AND WRITGE6 NE . AND SOCSTGE6
     NE . AND SCINCGE6 NE . AND READGE7 NE . AND MATHGE7 NE . AND
     SOCSTGE7 NE . AND WRITGE7 NE . AND READGE8 NE . AND MATHGE8 NE
     . AND SOCSTGE8 NE . AND SCINCGE8 NE . AND WRITGE8 NE .
     AND SCINCGE7 NE .;
DATA MASTER;
   INFILE MASTER;
   INPUT        STUID      $  4-10
                GRADE      $  31-32;
PROC SORT;                                                           00000570
    BY STUID;                                                        00000580
DATA LEPS;
   INFILE LEPFIL;
   INPUT        STUID      $  3-9
                LOC        $  43-45;
IF LOC GT '000';
PROC SORT;                                                           00000570
    BY STUID;                                                        00000580
DATA LEPS2;
    MERGE MASTER(IN=ON1) LEPS(IN=ON2);
    BY STUID;
    IF ON1 AND ON2;
PROC FREQ;
TITLE4 '85/86 TITLE VII KIDS ABLE TO TAKE TEST IN 87/88';
   TABLES LOC;
PROC SORT;                                                           00000570
    BY STUID;                                                        00000580
DATA TAPMRG;
   MERGE SCORES(IN=ON1) TAPSCORE(IN=ON2) LEPS2(IN=ON3);
   BY STUID;
   IF   ON3;
*IF READTGE6 NE . AND MATHTGE6 NE . AND LANGE6 NE . AND READTGE7 NE .
  AND MATHTGE7 NE . AND LANGE7 NE . AND READGE8 NE . AND MATHGE8
  NE . AND WRITGE8 NE . AND SOCSTGE8 NE . AND SCINCGE8 NE .;
 IF  READGE7 NE . AND MATHGE7 NE . AND WRITGE7 NE . AND SOCSTGE7 NE .
  AND READGE6 NE . AND MATHGE6 NE . AND WRITGE6 NE . AND SOCSTGE6 NE .
  AND SCINCGE6 NE .
  AND SCINCGE7 NE . AND  READGE8 NE . AND MATHGE8
  NE . AND WRITGE8 NE . AND SOCSTGE8 NE . AND SCINCGE8 NE .;
 PROC FREQ;
*  TABLES  READTGE6 MATHTGE6 LANGE6 READTGE7 MATHTGE7 LANGE7 READTGE8
     READGE8 MATHGE8 WRITGE8 SOCSTGE8 SCINCGE8;
*    READGE6 MATHGE6 WRITGE6  SOCSTGE6 SCINCGE6
       READGE7 MATHGE7 WRITGE7 SOCSTGE7 SCINCGE7;
   TABLES READGE6 MATHGE6 WRITGE6 SOCSTGE6 SCINCGE6 READGE7 MATHGE7
     WRITGE7 SOCSTGE7 SCINCGE7 READGE8 MATHGE8 WRITGE8 SOCSTGE8
     SCINCGE8;
 PROC DELETE DATA = MERGE TAPMRG MASTER LEPS LEPS2 LEPS3;
/*
```

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION
TITLE VII ITBS ANALYSIS 85/86 - 87/88
85/86 TITLE VII KIDS ABLE TO TAKE TEST IN 87/88

10:35 MONDAY, JUNE 6, 1988 1

LOC	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
002	11	8.9	11	8.9
003	16	13.0	27	22.0
004	3	2.4	30	24.4
005	7	5.7	37	30.1
006	7	5.7	44	35.8
007	41	33.3	85	69.1
008	7	5.7	92	74.8
009	24	19.5	116	94.3
010	1	0.8	117	95.1
012	1	0.8	118	95.9
016	3	2.4	121	98.4
258	1	0.8	122	99.2
259	1	0.8	123	100.0

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION
TITLE VII ITBS ANALYSIS 85/86 - 87/88
KIDS TESTED IN 86

15:03 WEDNESDAY, JUNE 8, 1988 1

READGE6	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	95			
3.4	1	3.6	1	3.6
3.6	1	3.6	2	7.1
3.9	2	7.1	4	14.3
4.2	1	3.6	5	17.9
4.5	1	3.6	6	21.4
5	1	3.6	7	25.0
5.1	2	7.1	9	32.1
5.3	1	3.6	10	35.7
5.5	2	7.1	12	42.9
5.9	1	3.6	13	46.4
6.3	2	7.1	15	53.6
6.5	1	3.6	16	57.1
6.8	1	3.6	17	60.7
7	4	14.3	21	75.0
7.2	1	3.6	22	78.6
7.4	2	7.1	24	85.7
7.5	1	3.6	25	89.3
7.9	1	3.6	26	92.9
8.2	1	3.6	27	96.4
8.4	1	3.6	28	100.0

MATHGE6	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	95			
4.9	1	3.6	1	3.6
5.1	1	3.6	2	7.1
5.6	1	3.6	3	10.7
5.8	1	3.6	4	14.3
6	2	7.1	6	21.4
6.2	1	3.6	7	25.0
6.4	2	7.1	9	32.1
6.6	1	3.6	10	35.7
7.1	2	7.1	12	42.9
7.4	2	7.1	14	50.0
7.8	1	3.6	15	53.6
8.7	2	7.1	17	60.7
8.8	3	10.7	20	71.4
9.1	2	7.1	22	78.6
9.2	2	7.1	24	85.7
9.5	1	3.6	25	89.3
9.8	1	3.6	26	92.9
10.3	1	3.6	27	96.4
11.1	1	3.6	28	100.0

Title VII Program

Appendix C

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

Purpose

The Texas Educational Assessment of Minimum Skills (TEAMS) tests are criterion-referenced tests (CRT). A CRT is designed to measure a well-defined set of skills and reference the students' scores to a mastery criterion for that set of skills. In the case of the TEAMS, the skills measured are a subset of the Essential Elements adopted by the State Board of Education. Passing the mathematics and language arts subtests of the TEAMS is an exit-level examination requirement for students prior to receiving a Texas high school diploma. Students who do not demonstrate a mastery of TEAMS in grade 11 may take it again in grade 12.

The TEAMS is an important measure of English language skills for LEP students in the process of acquiring language proficiency. According to national research, it may take 5-7 years for students with very limited proficiency in English to develop the deeper level of English competency necessary to handle academic tasks (Cummins, 1984). However, students should show satisfactory performance on criterion-referenced minimum competency tests more quickly than norm-referenced tests such as the ITBS/TAP (results discussed in Appendix B).

Decision Question D1: Should the Title VII Program be continued as it is, modified, or discontinued?

Evaluation Question D1-19. What mastery level was achieved by 1987-88 eleventh grade Title Program students on the Texas Educational Assessment of Minimum Skills (TEAMS)?

Procedure

The TEAMS was administered to eleventh and twelfth graders (if mastery was not previously met) in October, 1987; students at these grade levels had another chance to demonstrate mastery in May, 1988. The data for the evaluation question was provided by ORE Testing Staff.

Results for October, 1987 may be found under English Achievement in the Final Report section (see page 11).

Title VII Program

Appendix D

LA PRUEBA RIVERSIDE DE REALIZACION EN ESPANOL

LA PRUEBA RIVERSIDE de REALIZACION EN ESPANOL

Purpose

La Prueba Riverside de Realizacion en Espanol (Prueba Riverside) is a Spanish achievement test developed by Riverside Publishing which measures achievement in reading, language, mathematics, social studies, and science; it is designed to be of comparable difficulty to the ITBS. The highest possible raw score varies from 25 to 30, depending upon the subtest. La Prueba Riverside was administered to LEP students to provide information concerning:

> Decision Question D1: Should the Title VII Program be continued as it is, modified, or discontinued?

Objective # 4 - Spanish Proficiency: By the end of each program year, the percentage of program students exhibiting raw score gains on the language portion of the Prueba Riverside will be higher than that found in the previous year. (Murchison and Travis only)

Objective # 5 - Spanish Achievement: By the end of each program year, the percentage of project students exhibiting raw score gains in reading, mdathematics, social studies, and science on the Prueba Riverside will be higher than that found the previous year. (Murchison and Travis only)

> Evaluation Question D1-9. Did the 1987-88 Title VII Program meet its Spanish achievement and proficiency objective (Martin and Travis only)
>
> Evaluation Question D1-10. Did the 1987-88 Title VII Program participants (Martin and Travis only) who received instruction in Spanish exhibit raw scores gains fall to spring when tested in Spanish in:
>
> a) Reading?
> b) Language?
> c) Mathematics?
> d) Social Studies?
> e) Science?
>
> Evaluation Question D1-11. Did three-year program students with gains on La Prueba Riverside also make gains on the ITBS/TAP in 1987-88?

Procedure

La Prueba Riverside was administered to Title VII LEP students at Martin and Travis in the fall and spring of school year 1987-88. At Martin, Title VII LEP students received bilingual instruction in all content areas except mathematics. At Travis, all LEP students had one period of daily ESL instuction and some Hispanic LEP students received an additional daily period of Spanish for Native Speakers. Instuction in this class provided assistance in mainstreamed content area assignments as well as reinforcement in Spanish language arts and cultural history. La Prueba Riverside was administered to all ninth and tenth graders at Travis to evaluate school achievement in the students' more fluent language. In 1987-88, Spanish achievement and language proficiency of those ninth and tenth graders enrolled in Spanish for Native Speakers was also examined separately.

The Prueba Riverside was administered to program students from October 13 to October 23, 1987. At Martin, seventh and eighth graders were administered the test by TBE teachers; make-ups were given by a bilingual consulting psychologist. At Travis, the bilingual ESL teacher and the LEP chairperson administered the group test to grade 9 and 10 program students. Make-ups were handled by the LEP chairperson. Both schools' test results provided the baseline for comparison with the spring results, administered March 28 - April 8, 1988. The only change in the second administration was that at Martin the ESL teacher gave the make-up tests.

Hispanic students in the bilingual and transitional programs at their respective schools function with varying proficiency in two languages. Therefore, it was assumed that their Spanish fluency would generally not be as proficient as Spanish monolingual speakers. Thus, Title VII LEP students were tested one level downward (appropriate for low achieving students based on the manual), except for grade 10, which was tested two levels downward (grade 8 is highest level on test).

Because Prueba Riverside has only spring norms, students' raw scores were used to compare achievement gains. Pre- and posttest scores were keypunched and entered onto SAS data files PR87 and PR 88. In June, 1988, the programmer analyst created SA-EV1PDR which merged students on the 1987-88 master file with these two data bases to select students with both pre -and posttest scores.

Evaluation Question D1-9. A SAS PROC TABLE and PROC MEANS were performed to answer the this evaluation question. See Attachment D-1 for program statements and sample output.

Evaluation Question D1-10. SAS program EV1PDR also was used to calculate mean gains by overall grades and for the nine Spanish for Native Speaker students at Travis.

Evaluation Question D1-11. Title VII's achievement analyses are performed after student testing ends in May, and evaluation reports must be completed by the June 30th deadline. In addition, this year's evaluation was particularly complex and time consuming due to inclusion of findings across the program's three years. Thus, due to limited time, this analysis was not performed. Instead, 1987-88 the La Prueba test scores of program students who had been in the program for three years were examined.

Results concerning the objective and Evaluation questions D1-9 and D1-10 are included in the Spanish Proficiency and Achievement section of the Final Report. The findings of modified D1-11 may be found in Attachment D-2.

```
//EV1PDR    JOB  ,CLASS=A,MSGCLASS=H,NOTIFY=ORSB                          00000010
//JOBLIB  DD DSN=SYS2.PROD.LINKLIB,DISP=SHR
//PRTSTI  EXEC PRTCNTL,CTL=PCSIMW,RCLASS=C
//SAS EXEC SAS,USER=ORS,RCLASS='C,COPIES=1'                              00000020
//MASTR88 DD DSN=SYS2.TEST.ORSLEP(SA=87VII),DISP=(SHR,KEEP)
//PRS88   DD DSN=SYS2.TEST.ORWLEP(BY=PRS88),DISP=(SHR,KEEP)
//PRF87   DD DSN=SYS2.TEST.ORWLEP(BY=PRF87),DISP=(SHR,KEEP)
//SYSIN DD *                                                             00000080
                                                                         00000170
OPTIONS  ERRORS = 0;                                                     00000190
*****************************************************************
THIS PROGRAM PERFORMS A ONE YEAR FOLLOWUP ON THE PRUEBA RIVERSIDE
FOR TITLE VII 1988 KIDS.  A PRESCORE FROM THE FALL OF 87 AND A POST-
SCORE FROM THE SPRING OF 88 ARE REQUIRED.
*****************************************************************;
 TITLE1 'AUSTIN INDEPENDENT SCHOOL DISTRICT';
 TITLE2 'OFFICE OF RESEARCH AND EVALUATION';
 TITLE3 'TITLE VII PDR ANALYSIS 86/87   87/88   01 9 AND 01 10';
                                                                         00000230
  DATA MASTR88;                                                          00000240
    INFILE MASTR88;                                                      00000250
    INPUT        STUID          1-7                                      00000217
                 LOC          $  36-38
                 GRADE        $  39-40;                                   00000248
 IF ((LOC = '051') OR (LOC = '007' AND (GRADE = '09' OR GRADE = '10')));
  PROC SORT;
     BY STUID;

  DATA PRS88;
     INFILE PRS88;
     INPUT       STUID             4-10
                 READS8            36-37
                 LANGS8            38-39
                 MATHS8            40-41
                 COMPS8            42-43
                 SOCSS8            44-45
                 SCINS8            46-47;
  PROC SORT;
     BY STUID;
  DATA PRF87;
     INFILE PRF87;
     INPUT       STUID             4-10
                 READF7            36-37
                 LANGF7            38-39
                 MATHF7            40-41
                 COMPF7          * 42-43
                 SOCSF7            44-45
                 SCINF7            46-47;
  PROC SORT;
     BY STUID;
  DATA MERGE;
     MERGE  PRS88(IN=ON1) PRF87(IN=ON2) MASTR88(IN=ON3);
     BY STUID;
     IF ON1 AND ON2 AND ON3;
    IF READS8 NE   AND READF7 NE   AND MATHS8 NE   AND MATHF7 NE
     AND LANGS8 NE   AND LANGF7 NE   AND SOCSS8 NE   AND SOCSF7 NE
     AND SCINS8 NE   AND SCINF7 NE  ;
***THE FOLLOWING WAS COMMENTED OUT DUE TO THE FACT THAT FEW KIDS
***HAD GAINS;
*IF LANGS8 GT LANGF7;
*IF MATHS8 GE MATHF7;
*IF SOCSS8 GT SOCSF7;
*IF SCINS8 GT SCINF7;
     READGAIN = READS8 - READF7;
     LANGGAIN = LANGS8 - LANGF7;
     MATHGAIN = MATHS8 - MATHF7;
```

```
    SOCSGAIN = SOCSS8 - SOCSF7;
    SCINGAIN = SCINS8 - SCINF7;
PROC FREQ;
   TABLES GRADE LOC READS8 LANGS8 MATHS8 SOCSS8 SCINS8 LANGF7 READF7
     MATHF7 SOCSF7 SCINF7;
 PROC SORT;
   BY LOC GRADE;
 PROC FREQ;
   TABLES LOC*READGAIN LOC*LANGGAIN LOC*MATHGAIN LOC*SOCSGAIN
   LOC*SCINGAIN;
PROC MEANS N MEAN STD MIN MAX RANGE SUM VAR STDERR T PRT;
 VAR READF7 READS8 READGAIN LANGF7 LANGS8 LANGGAIN MATHF7 MATHS8
  MATHGAIN SOCSF7 SOCSS8 SOCSGAIN SCINF7 SCINS8 SCINGAIN;
 BY LOC GRADE;                                              00000570
PROC MEANS N MEAN STD MIN MAX RANGE SUM VAR STDERR T PRT;
 VAR READF7 READS8 READGAIN LANGF7 LANGS8 LANGGAIN MATHF7 MATHS8
  MATHGAIN SOCSF7 SOCSS8 SOCSGAIN SCINF7 SCINS8 SCINGAIN;
PROC DELETE DATA = MASTR88 PRF87 PRS88 MERGE;
/*
```

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION
TITLE VII PDR ANALYSIS 85/86 - 87/88 - 01-10

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	RANGE	SUM	VARIANCE	STD ERROR OF MEAN	T	PR>|T|
GRADE=09											
READF7	8	20.12500000	4.08612635	11.0000000	24.0000000	13.0000000	161.000000	16.6964286	1.44466381	13.93	0.0001
READS8	8	20.12500000	3.90741054	16.0000000	26.0000000	10.0000000	161.000000	15.2678571	1.38147825	14.57	0.0001
READGAIN	8	0.00000000	3.29117334	-5.0000000	5.0000000	10.0000000	0.000000	10.5714286	1.14353107	0.00	1.0000
LANGF7	8	15.12500000	2.10017006	12.0000000	19.0000000	7.0000000	121.000000	4.4107143	0.74252225	20.37	0.0001
LANGS8	8	15.62500000	3.02076149	10.0000000	18.0000000	8.0000000	125.000000	9.1250000	1.06800047	14.63	0.0001
LANGGAIN	8	0.50000000	2.50713268	-3.0000000	5.0000000	8.0000000	4.000000	6.2857143	0.88640526	0.56	0.5903
MATHF7	8	17.62500000	4.56500665	12.0000000	23.0000000	11.0000000	141.000000	20.8392857	1.61397358	10.92	0.0001
MATHS8	8	20.00000000	5.52914357	12.0000000	27.0000000	15.0000000	160.000000	30.5714286	1.95484745	10.23	0.0001
MATHGAIN	8	2.37500000	3.33541602	-3.0000000	8.0000000	11.0000000	19.000000	11.1250000	1.17924764	2.01	0.0839
SOCSF7	8	16.62500000	4.37321392	10.0000000	24.0000000	14.0000000	133.000000	19.1250000	1.54616461	10.75	0.0001
SOCSS8	8	18.12500000	3.79614466	10.0000000	21.0000000	11.0000000	145.000000	14.4107143	1.34213382	13.50	0.0001
SOCSGAIN	8	1.50000000	2.56347978	-3.0000000	5.0000000	8.0000000	12.000000	6.5714286	0.90632697	1.66	0.1419
SCINF7	8	16.00000000	4.72077475	12.0000000	26.0000000	14.0000000	128.000000	22.2857143	1.66904592	9.59	0.0001
SCINS8	8	17.12500000	2.90012315	13.0000000	21.0000000	8.0000000	137.000000	8.4107143	1.02534837	16.70	0.0001
SCINGAIN	8	1.12500000	3.13676357	-5.0000000	4.0000000	9.0000000	9.000000	9.8392857	1.10901340	1.01	0.3442
GRADE=10											
READF7	1	12.00000000	.	12.0000000	12.0000000	0	12.0000000	.	.	.	.
READS8	1	10.00000000	.	10.0000000	10.0000000	0	10.0000000	.	.	.	.
READGAIN	1	-2.00000000	.	-2.0000000	-2.0000000	0	-2.0000000	.	.	.	.
LANGF7	1	11.00000000	.	11.0000000	11.0000000	0	11.0000000	.	.	.	.
LANGS8	1	11.00000000	.	11.0000000	11.0000000	0	11.0000000	.	.	.	.
LANGGAIN	1	0.00000000	.	0.0000000	0.0000000	0	0.0000000	.	.	.	.
MATHF7	1	9.00000000	.	9.0000000	9.0000000	0	9.0000000	.	.	.	.
MATHS8	1	11.00000000	.	11.0000000	11.0000000	0	11.0000000	.	.	.	.
MATHGAIN	1	2.00000000	.	2.0000000	2.0000000	0	2.0000000	.	.	.	.
SOCSF7	1	11.00000000	.	11.0000000	11.0000000	0	11.0000000	.	.	.	.
SOCSS8	1	17.00000000	.	17.0000000	17.0000000	0	17.0000000	.	.	.	.
SOCSGAIN	1	6.00000000	.	6.0000000	6.0000000	0	6.0000000	.	.	.	.
SCINF7	1	9.00000000	.	9.0000000	9.0000000	0	9.0000000	.	.	.	.
SCINS8	1	7.00000000	.	7.0000000	7.0000000	0	7.0000000	.	.	.	.
SCINGAIN	1	-2.00000000	.	-2.0000000	-2.0000000	0	-2.0000000	.	.	.	.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION
TITLE VII PDR ANALYSIS 85/86 - 87/88 - 01-9

8:27 WEDNESDAY, JUNE 15, 1988 1

TABLE OF LOC BY READGAIN

LOC	READGAIN								
FREQUENCY / PERCENT / ROW PCT / COL PCT	-7	-5	-4	-3	-2	-1	0	1	TOTAL
007	0	2	1	1	5	2	4	5	34
	0.00	1.96	0.98	0.98	4.90	1.96	3.92	4.90	33.33
	0.00	5.88	2.94	2.94	14.71	5.88	11.76	14.71	
	0.00	66.67	50.00	25.00	45.45	28.57	23.53	55.56	
051	2	1	1	3	6	5	13	4	68
	1.96	0.98	0.98	2.94	5.88	4.90	12.75	3.92	66.67
	2.94	1.47	1.47	4.41	8.82	7.35	19.12	5.88	
	100.00	33.33	50.00	75.00	54.55	71.43	76.47	44.44	
TOTAL	2	3	2	4	11	7	17	9	102
	1.96	2.94	1.96	3.92	10.78	6.86	16.67	8.82	100.00

(CONTINUED)

TABLE OF LOC BY READGAIN

LOC	READGAIN								
FREQUENCY / PERCENT / ROW PCT / COL PCT	2	3	4	5	6	7	9	12	TOTAL
007	2	3	3	3	2	1	0	0	34
	1.96	2.94	2.94	2.94	1.96	0.98	0.00	0.00	33.33
	5.88	8.82	8.82	8.82	5.88	2.94	0.00	0.00	
	22.22	25.00	37.50	37.50	50.00	33.33	0.00	0.00	
051	7	9	5	5	2	2	2	1	68
	6.86	8.82	4.90	4.90	1.96	1.96	1.96	0.98	66.67
	10.29	13.24	7.35	7.35	2.94	2.94	2.94	1.47	
	77.78	75.00	62.50	62.50	50.00	66.67	100.00	100.00	
TOTAL	9	12	8	8	4	3	2	1	102
	8.82	11.76	7.84	7.84	3.92	2.94	1.96	0.98	100.00

APPENDIX D
7

Attachment D-1
(Page 3 of 4)

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION
TITLE VII PDR ANALYSIS 85/86 - 87/88 - D1-4Of

7:59 WEDNESDAY, JUNE 15, 1988 1

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	RANGE	SUM	VARIANCE	STD ERROR OF MEAN	T	PR>|T|
LOC=007 GRADE=09											
READF7	19	19.57894737	4.63576872	11.0000000	24.0000000	13.0000000	372.000000	13.1461988	0.83180839	23.54	0.0001
READS8	19	20.47368421	3.89256301	12.0000000	26.0000000	14.0000000	389.000000	15.1520468	0.89301520	22.93	0.0001
READGAIN	19	0.89473684	3.14280018	-5.0000000	5.0000000	10.0000000	17.000000	9.8771930	0.72100781	1.24	0.2306
LANGF7	19	13.52631579	2.69502466	7.0000000	19.0000000	12.0000000	257.000000	7.2631579	0.61828106	21.88	0.0001
LANGS8	19	13.36842105	3.16597407	8.0000000	18.0000000	10.0000000	254.000000	10.0233918	0.72632426	18.41	0.0001
LANGGAIN	19	-0.15789474	2.87253581	-4.0000000	5.0000000	9.0000000	-3.000000	8.2514620	0.65900491	-0.24	0.8134
MATHF7	19	15.94736842	4.62449618	8.0000000	23.0000000	15.0000000	303.000000	21.3859649	1.06093218	15.03	0.0001
MATHS8	19	18.57894737	5.30529913	10.0000000	27.0000000	17.0000000	353.000000	28.1461988	1.21711909	15.26	0.0001
MATHGAIN	19	2.63157895	4.21914323	-7.0000000	12.0000000	19.0000000	50.000000	17.8011696	0.96793784	2.72	0.0141
SOCSF7	19	16.21052632	4.77934151	8.0000000	24.0000000	16.0000000	308.000000	22.8421053	1.09645614	14.78	0.0001
SOCSS8	19	16.89473684	3.87147312	10.0000000	23.0000000	13.0000000	321.000000	14.9883041	0.88817685	19.02	0.0001
SOCSGAIN	19	0.68421053	3.40020639	-6.0000000	5.0000000	11.0000000	13.000000	11.5614035	0.78006084	0.88	0.3920
SCINF7	19	16.89473684	5.58663819	8.0000000	27.0000000	19.0000000	321.000000	31.2105263	1.28166270	13.18	0.0001
SCINS8	19	16.84210526	3.90531202	10.0000000	24.0000000	14.0000000	320.000000	15.2514620	0.89594002	18.80	0.0001
SCINGAIN	19	-0.05263158	3.68892764	-8.0000000	5.0000000	13.0000000	-1.000000	13.6081871	0.84629804	-0.06	0.9511
LOC=007 GRADE=10											
READF7	14	21.42857143	5.28734754	12.0000000	29.0000000	17.0000000	300.000000	27.9560440	1.41310307	15.16	0.0001
READS8	14	22.28571429	4.96802966	10.0000000	30.0000000	20.0000000	312.000000	24.6813187	1.32776178	16.78	0.0001
READGAIN	14	0.85714286	3.30168122	-4.0000000	7.0000000	11.0000000	12.000000	10.9010989	0.88241142	0.97	0.3491
LANGF7	14	13.85714286	2.87849167	8.0000000	19.0000000	11.0000000	194.000000	8.2857143	0.76930926	18.01	0.0001
LANGS8	14	13.21428571	3.82659864	7.0000000	18.0000000	11.0000000	185.000000	14.6428571	1.02270150	12.92	0.0001
LANGGAIN	14	-0.64285714	2.70632146	-6.0000000	5.0000000	11.0000000	-9.000000	7.3241758	0.72329483	-0.89	0.3903
MATHF7	14	18.42857143	4.65277892	9.0000000	26.0000000	17.0000000	258.000000	21.6483516	1.24350747	14.82	0.0001
MATHS8	14	19.07142857	4.08494959	11.0000000	26.0000000	15.0000000	267.000000	16.6868132	1.09174870	17.47	0.0001
MATHGAIN	14	0.64285714	2.13423172	-3.0000000	4.0000000	7.0000000	9.000000	4.5549451	0.57039742	1.13	0.2801
SOCSF7	14	17.35714286	4.61781072	11.0000000	28.0000000	17.0000000	243.000000	21.3241758	1.23416183	14.06	0.0001
SOCSS8	14	19.14285714	3.69734089	12.0000000	28.0000000	16.0000000	268.000000	13.6703297	0.98815592	19.37	0.0001
SOCSGAIN	14	1.78571429	2.77844925	-2.0000000	6.0000000	8.0000000	25.000000	7.7197802	0.74257180	2.40	0.0318
SCINF7	14	16.92857143	4.53133171	9.0000000	27.0000000	18.0000000	237.000000	20.5329670	1.21104934	13.98	0.0001
SCINS8	14	19.35714286	6.57041320	5.0000000	28.0000000	23.0000000	271.000000	43.1703297	1.75601679	11.02	0.0001
SCINGAIN	14	2.42857143	5.81396576	-13.0000000	10.0000000	23.0000000	34.000000	33.8021978	1.55384771	1.56	0.1421
LOC=051 GRADE=07											
READF7	29	16.51724138	4.73301995	8.0000000	26.0000000	18.0000000	479.000000	22.4014778	0.87889974	18.79	0.0001
READS8	29	18.93103448	5.16119473	8.0000000	29.0000000	21.0000000	549.000000	26.6379310	0.95840980	19.75	0.0001
READGAIN	29	2.41379310	2.83495076	-2.0000000	9.0000000	11.0000000	70.000000	8.0369458	0.52643714	4.59	0.0001
LANGF7	29	11.06896552	3.56501888	6.0000000	20.0000000	14.0000000	321.000000	12.7093596	0.66200739	16.72	0.0001
LANGS8	29	12.41379310	3.38607697	6.0000000	18.0000000	12.0000000	360.000000	11.4655172	0.62877871	19.74	0.0001
LANGGAIN	29	1.34482759	2.89427837	-4.0000000	9.0000000	13.0000000	39.000000	8.3768473	0.53745400	2.50	0.0185
MATHF7	29	13.93103448	5.44407302	4.0000000	23.0000000	19.0000000	404.000000	29.6379310	1.01093898	13.78	0.0001
MATHS8	29	17.20689655	4.43508182	10.0000000	27.0000000	17.0000000	499.000000	19.6699507	0.82357402	20.89	0.0001
MATHGAIN	29	3.27586207	4.78760715	-5.0000000	10.0000000	19.0000000	95.000000	22.9211823	0.88903633	3.68	0.0010
SOCSF7	29	14.93103448	4.32543172	7.0000000	22.0000000	15.0000000	433.000000	18.7093596	0.80321251	18.59	0.0001
SOCSS8	29	16.37931034	4.49137104	5.0000000	24.0000000	19.0000000	475.000000	20.1724138	0.83402666	19.64	0.0001
SOCSGAIN	29	1.44827586	4.06717001	-7.0000000	8.0000000	15.0000000	42.000000	16.5418719	0.75525451	1.92	0.0654
SCINF7	29	13.48275862	5.20041681	2.0000000	21.0000000	19.0000000	391.000000	27.0443350	0.96569316	13.96	0.0001
SCINS8	29	16.20689655	4.60883709	7.0000000	23.0000000	16.0000000	470.000000	21.2413793	0.85583956	18.94	0.0001
SCINGAIN	29	2.72413793	4.47929006	-5.0000000	15.0000000	20.0000000	79.000000	20.0640394	0.83178328	3.28	0.0028

```
//EVERYONE3   JOB  ,CLASS=A,MSGCLASS=H,NOTIFY=ORS8                    00000010
//JOBLIB  DD DSN=SYS2.PROD.LINKLIB,DISP=SHR
//PRTST1  EXEC PRTCNTL,CTL='PCSIMW',RCLASS='C'                        00000020
//SAS.EXEC SAS,USER='ORS',RCLASS='C',COPIES=1'
//MASTR88 DD DSN=SYS2.TEST.ORSLEP(SA87VIII),DISP=(SHR,KEEP)
//MASTR85 DD DSN=SYS2.TEST.ORSLEP(SA85VIII),DISP=(SHR,KEEP)
//PRS88   DD DSN=SYS2.TEST.ORWLEP(BY=PRS88),DISP=(SHR,KEEP)
//PRF87   DD DSN=SYS2.TEST.ORWLEP(BY=PRF87),DISP=(SHR,KEEP)
//PRS87   DD DSN=SYS2.TEST.ORWLEP(BY=PRS87),DISP=(SHR,KEEP)
//PRF86   DD DSN=SYS2.TEST.ORWLEP(BY=PRF86),DISP=(SHR,KEEP)
//PRS86   DD DSN=SYS2.TEST.ORWLEP(BY=PRS86),DISP=(SHR,KEEP)
//PRF85   DD DSN=SYS2.TEST.ORSLEP(SA85VIII),DISP=(SHR,KEEP)
//SYSIN DD *                                                          00000080

OPTIONS  ERRORS = 0;                                                  00000170
                                                                      00000190
*****************************************************************
THIS PROGRAM PERFORMS PRUEBA RIVERSIDE ANALYSIS FOR TITLE VII
STUDENTS WHO HAVE BEEN IN THE PROGRAM FOR 3 YEARS.  A PRESCORE
OF FALL85 AND A POSTSCORE OF SPRING88 ARE REQUIRED
*****************************************************************;
 TITLE1 'AUSTIN INDEPENDENT SCHOOL DISTRICT';
 TITLE2 'OFFICE OF RESEARCH AND EVALUATION';
 TITLE3 'TITLE VII PDR ANALYSIS 85/86   87/88   01.11';

                                                                      00000230
  DATA MASTR88;                                                       00000240
    INFILE MASTR88;                                                   00000250
    INPUT       STUID       1-7                                     00000217
                LOC       $ 36-38
                GRADE8    $ 39-40;                                  00000248
  PROC SORT;
     BY STUID;

  DATA PRS88;
     INFILE PRS88;
     INPUT      STUID          4-10
                READS8         36-37
                LANGS8         38-39
                MATHS8         40-41
                COMPS8         42-43
                SOCSS8         44-45
                SCINS8         46-47;
  PROC SORT;
     BY STUID;
  DATA PRF87;
     INFILE PRF87;
     INPUT      STUID          4-10
                READF7         36-37
                LANGF7         38-39
                MATHF7         40-41
                COMPF7         42-43
                SOCSF7         44-45
                SCINF7         46-47;
  PROC SORT;
     BY STUID;
  DATA PRS87;
     INFILE PRS87;
     INPUT      STUID          4-10
                READS7         36-37
                LANGS7         38-39
                MATHS7         40-41
                COMPS7         42-43
                SOCSS7         44-45
                SCINS7         46-47;
  PROC SORT;
     BY STUID;
  DATA PRF86;
```

```
    INFILE PRF86;
    INPUT       STUID           4-10
                READF6          37-38
                LANGF6          39-40
                MATHF6          41-42
                COMPF6          43-44
                SOCSF6          45-46
                SCINF6          47-48;
PROC SORT;
   BY STUID;
DATA PRS86;
   INFILE PRS86;
   INPUT       STUID           4-10
               READS6          36-37
               LANGS6          38-39
               MATHS6          40-41
               COMPS6          42-43
               SOCSS6          44-45
               SCINS6          46-47;
PROC SORT;
   BY STUID;
DATA MASTR85;
   INFILE MASTR85;
   INPUT      STUID     4-10
              READF5    36-37
              LANGF5    38-39
              MATHF5    40-41
              COMPF5    42-43
              SOCSF5    44-45
              SCINF5    46-47;
PROC SORT;
   BY STUID;
DATA MERGE;
   MERGE MASTR85(IN=ON1) PRS88(IN=ON2) PRF87(IN=ON3) PRS87(IN=ON4)
      PRS86(IN=ON5) PRF86(IN=ON6) MASTR88(IN=ON7);
   BY STUID;
   IF ON7 AND ON2 AND ON1;
   IF (READF5 NE . AND READS8 NE .) OR (LANGF5 NE . AND LANGS8 NE .)
     OR (MATHF5 NE . AND MATHS8 NE .) OR (SOCSF5 NE . AND SOCSS8 NE .)
     OR (SCINF5 NE . AND SCINS8 NE .);
   IF (READF6 NE . AND READS8 NE .) AND (LANGF6 NE . AND LANGS8 NE .)
   AND (MATHF6 NE . AND MATHS8 NE .) AND (SOCSF6 NE . AND SOCSS8 NE .)
   AND (SCINF6 NE . AND SCINS8 NE .);
 PROC SORT;
    BY GRADE8;
PROC FREQ;
   TABLES GRADE8;
PROC MEANS N MEAN MIN MAX RANGE STDERR PRT;
   VAR READF5 LANGF5 MATHF5 SOCSF5 SCINF5 READS6 LANGS6 MATHS6 SOCSS6
     SCINS6 READF6 LANGF6 MATHF6 SOCSF6 SCINF6 READS7 LANGS7 MATHS7
     SOCSS7 SCINS7 READF7 LANGF7 MATHF7 SOCSF7 SCINF7 READS8 LANGS8
     MATHS8 SOCSS8 SCINS8;
  BY GRADE8;
PROC MEANS N MEAN MIN MAX RANGE STDERR PRT;
   VAR READF5 LANGF5 MATHF5 SOCSF5 SCINF5 READS6 LANGS6 MATHS6 SOCSS6
     SCINS6 READF6 LANGF6 MATHF6 SOCSF6 SCINF6 READS7 LANGS7 MATHS7
     SOCSS7 SCINS7 READF7 LANGF7 MATHF7 SOCSF7 SCINF7 READS8 LANGS8
     MATHS8 SOCSS8 SCINS8;
PROC DELETE DATA = MASTR88 MASTR85 MERGE PRS88 PRF87 PRS87 PRF86;
/*
```

Title VII Program

Appendix E

TUTOR RECORDS

TUTOR RECORDS

Purpose

University of Texas students who assisted LEP students on an individual basis in the content areas maintained tutor records which provided information concerning:

Decision Question D1: Should AISD adopt the Title VII Program Components when federal funding expires?

Evaluation Question D1-3. Did 1987-88 participants who were tutored exhibit greater percentile gains, on the average, in English proficiency compared to those not tutored?

Evaluation Question D1-4. Did program participants who were tutored for three or more semesters make greater percentile gains than nontutored two- or three-year participants? (English proficiency)

Evaluation Question D1-16. Who was served by the tutoring component? How often? In which content area did program participants receive tutoring services?

Procedure

Students Served

For the third year, University of Texas tutors from multicultural classes assisted Title VII LEP students at all four program schools.

Data Collection

In 1987-88, tutors were provided computerized logs and directions for keeping track of program students and subjects tutored (see Attachment E-1) in meetings held during class time at the university. First semester the ORE Title VII evaluation associate instructed tutors; second semester training was provided by the multicultural class teaching assistant. Logs were collected and checked mid-semester, which made it possible to recheck adherence to directions and recapture data that might otherwise have been lost. Tutors were reminded of log collection dates by the teaching assistant after she had been contacted by the evaluation associate.

Data Analysis

Procedures for answering the language proficiency evaluation questions may be found in Appendix A. To determine how many students were tutored during both semesters in 1987-88, the Systemwide Evaluation secretary and evaluation associate for Title VII entered tutor data onto the computer that was later transferred to the 1987-88 Title VII master file. A district programmer ran an unduplicated frequency count of students on the master file. Hand counts done by the evaluation associate provided other information.

Results

Evaluation Question D-16. Who was served by the tutoring component? How often? In which content areas did program participants receive tutoring services?

During the past three years (1985-86, 1986-87, and 1987-88), University of Texas tutors from multicultural classes assisted program LEP students. In 1987-88, 30 tutors were assigned to program LEP students first semester, and 21 tutors assisted Title VII students second semester. Students counted were served at least once during the year in the following subject areas:

English	Art	Earth Science
Algebra	World Geography	ESOL
Biology	Computer Literacy	Texas History
Correlated Language Arts	Reading Improvement	Child Development
History	Health	Reading
PreAlgebra	Mathematics	Government
Home Economics	Life Science	American Government

Results regarding tutoring and language proficiency may be found in Appendix A.

87.19

Attachment E-1
(Tutor Logs)
(Page 1 of 2)

APPENDIX E
4

Tutor: _____

U.T. Professor: _____

AISD Teacher:
1. Smith
2. Jones
3. _____

Class Name & Number
World Geog _____
Algebra _____
_____ _____

Samples

STUDENT	ID #	GR	September								October									
			21	22	23	24	25	28	29	30	1	2	5	6						30
			1																	
1. Juan Gonzalez	26 3291	7	1																	
2. Maria Rodriguez	4 32 291	8																		
3.																				
4.																				
5.																				
6.																				
7.																				
whole class non-Hispanic LEP student			2																	
List Names of New Hispanic LEP STUDENTS HERE:																				
1. Tomas Arenas			1																	
2																				
3																				
4																				
5																				
6																				

91 97

09/23/87
LE-AS153

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT AND INFORMATION
OFFICE OF RESEARCH AND EVALUATION

PAGE 8

SCHOOL: MARTIN

TITLE VII TUTOR LOG

TUTOR: Bill

UT PROFESSOR: Benitez

AISD TEACHER	CLASS NAME AND NUMBER
1.	Art
2.	Earth Science
3.	

INSTRUCTIONS: FILL IN THE INFORMATION AT THE LEFT. MAKE SURE THIS IS KEPT UP-TO-DATE. PUT THE NUMBER (TOP LEFT) OF THE AISD TEACHER UNDER EACH DATE AN HISPANIC LEP STUDENT IS SERVED. IF A HISPANIC LEP STUCENT IS NOT LISTED, WRITE THE NAMES AFTER "LIST NEW STUDENTS HERE". "WHOLE CLASS" OR "NONHISPANIC LEP STUDENTS" CAN ALSO BE MARKED WHERE APPROPRIATE. PRINTOUTS SHOULD REMAIN WITH THE AISD TEACHER UNTIL THE WEEK OF OCTOBER 26, WHEN YOU SHOULD TAKE ONE COPY TO YOUR UT CLASS.

STUID	STUDENT-NAME	GR	SEPTEMBER									OCTOBER																			
			21	22	23	24	25	28	29	30	1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
	WHOLE CLASS																															
	NONHISPANIC LEP STUDENTS																															
	LIST NEW STUDENTS HERE																															

I worked w/ the whole class all the time

APPENDIX E
5

TITLE VII PROGRAM

Appendix F

ENDORSEMENT TEACHERS

ENDORSEMENT TEACHERS

Purpose

The second series of four courses leading to ESL-endorsement certification began in the fall. This year two courses were held during the school year and the final two courses needed to earn certification are planned for the summer, 1988. Data was collected to evaluate the implementation and impact of impact endorsement teachers in terms of the following questions:

> Decision Question D1: Should the Title VII Program be continued as it is, modified, or discontinued?

Objective #3 - English Achievement--Students of Endorsement Participants: By the end of each program year, average posttest percentile scores in appropriate subject areas on the ITBS or TAP will be higher than average pretest scores for program students in the classes of ESL endorsement participants.

> Evaluation Question D1-8. Did the 1987-88 Title VII Program meet its English achievement objective that program students in classes of teachers participating in the endorsement program exhibit higher average posttest than pretest percentile scores?

Objective #6 - Activities: Major components will be implemented as planned in 1987-88.

> Evaluation Question D1-15. How many teachers completed one, two, three and/or four classes in the endorsement series? What were the teachers' subject areas? How many program students were placed in endorsement teachers'classes?

Procedure

Title VII data files supplied the names of teachers, subjects taught, and the number of endorsement courses taken. Further analyses were not performed, because the majority of Title VII students were served by endorsement teachers who also were their TBE or ESL teachers. Thus, the effects of endorsement training could not be separated from on-going AISD programs.

Results may be found in the Final Report section, p.3.

Title VII Program

Appendix G

ADMINISTRATOR INTERVIEWS

Purpose

Administrator interviews were conducted by the evaluator to provide information concerning:

Decision Question D1: Should the Title VII Program be continued as it is, modified, or discontinued?

Objective #6 - Activities: Major components will be implemented as planned in 1987-88.

Evaluation Question D1-13. What concerns/strengths about the implementation of the program were identified by:

a) Program administrator?

b) Campus administrators?

Evaluation Question D1-17. What was done in the area of curriculum development?

Procedure

To address the evaluation questions associated with the Title VII Program's implementation and effectiveness, interviews were conducted with the program's central administrator and campus administrators, together with the LEP teacher specialists (usually the campus ESL teachers) who coordinate the Title VII Program at their schools. All interviews were conducted by the program's evaluation associate in the offices of the staff.

Parallel interview forms for campus and program administrators (as shown in Attachments G-1) were developed by the ORE staff to guide the interviews.

From March 3 to April 7, 1988, campus administrators and LEP teacher specialists were interviewed at the four program schools; at Travis, both ESL teachers (one the teacher specialist) were included in the interview. The program administrator was interviewed on May 29, 1988, in the District Office of AISD. Notes from the four campus interviews were summarized and entered on Attachment G-1.

Results

Overall, all campus and program administrative personnel interviewed believe that Title VII has positively impacted Hispanic LEP students. Interview comments can best be characterized by "it's better than before, but we still need more." Parent training and cooperative-learning workshops were praised on one hand and more sessions at more campuses requested on the other; coordination of LEP services at the staff level has increased but still needs improvement. The same pattern of responses was found in instructional modification for LEP students. Their needs are better met but more content and instructional adaptation continues to be needed.

Tutor effectiveness generated mixed responses from interviewed staff. While schools usually were glad to have extra classroom help, enthusiasm was dampened somewhat by tutor problems of scheduling, lack of training, and limited number of tutors who spoke Spanish. Another unclear picture was presented in terms of Title VII's impact on dropout prevention. Interviewed staff indicated that the rate was decreasing and that Title VII has contibuted. Yet, they saw Title VII as having little potential impact on unique dropout record keeping concerns. An example given was that of junior high students who rotate school enrollment, depending on parents' seasonal employment; because schools know these students, often they do not request transcripts. Students are counted in AISD as dropouts if transcripts have not been requested until they re-enter.

Reoccurring weaknesses were dissemination of information and lack of content teacher involvement in selection of appropriate LEP instructional materials. Some of the schools expressed unawareness of parent and teacher workshop sessions. Also, schools stated that they would like lists of teachers who had endorsement training so that LEP students could be scheduled with them.

Original notes from each interview are available in program evaluation files at ORE.

Campus and Program Administrator Interview Questions

1. How well have endorsement teachers implemented Title VII program objectives with LEP students in terms of successes or problems in the following:

   Adapting the content areas to meet the needs and levels of the LEP students?

   Administrators and teacher specialists were highly positive about endorsement teachers' instructional adaptation for LEP students. At one school, the administrator stated that trained teachers were able to do this without additional help from the ESL teacher. Another school administrator noted that some content areas were harder to modify than others for LEP students.

   Developing appropriate and varied strategies for evaluation of LEP students?

   All interviewed thought that this was being done. A wide variety of evaluative strategies were mentioned, including cooperative-learning activities, lab demonstrations, oral exams, translated tests, and graphic/pictorial representations.

   Decreasing the dropout rate of LEP students?

   Although all interviewed expressed beliefs that ESL trained teachers were helping to decrease the dropout rate, the consensus was that this was hard to measure for many reasons. Some factors cannot be impacted by increasing the skills of teachers. At the junior high, members noted that some students are "permanent" transients, because their families are employed in seasonal jobs and return to the same areas of the country. Since the schools know the students they are less likely to request transcripts; thus, students are counted as dropouts until they re-enroll.

   Demonstrating increased competency in instruction of LEP students?

   Staff at three interviewed schools agreed that endorsed teachers had developed increased competency and gave specific examples. According to them, endorsed teachers are using bilingual communication more effectively in instruction. Teachers are varying lecturing with hands-on and group experiences, while generating student responses through demonstrations and illustrations. The program administrator stated that videotapes of endorsed

teachers in classroom situations show endorsed teachers using what they have learned.

2. Do you feel Title VII has impacted LEP student attendance?

N/A (1)

Yes, A Lot	To Some Extent	Not At All
1 (3)	2 (1)	3

Comments:

Interviewed staff stated that Title VII has impacted LEP attendance at least to some degree. At the junior high, Title VII and the TBE program have interacted to keep students in school by helping them feel they belong. The program administrator stated that attendance has never been a problem. One school staff felt that LEP student attendance is often affected by non-school related factors.

3. In your opinion, has Title VII positively impacted the self-concept and school attitude of LEP students?

Yes, A Lot	To Some Extent	Not At All
1 (5)	2	3

Comments:

All interviewed felt uniformly positive. A member of one school's staff expressed belief that without Title VII, students "wouldn't come to school."

4. In your opinion, has Title VII positively impacted the acquisition of English language skills and academic content achievement of LEP students?

Yes, A Lot	To Some Extent	Not At All
1 (5)	2	3

Comments:

All interviewed felt uniformly positive. Success in the content areas was largely credited to special assistance LEP students received.

5. Are you aware of increased coordination among ESL and content area teachers since the beginning of Title VII three years ago?

Yes, A Lot	To Some Extent	Not At All
1 (4)	2 (1)	3

Comments:

All noted increased coordination; most felt it was substantial. One staff stated that asking for help was affected by personality differences and sometimes stymied by the competitiveness of career ladder striving.

Is coordination now adequate? Yes (4) No____

Comment: Always room for improvement

Most interviewed staffs also expressed the continuing need for improvement.

6. This year did any problem(s) occur which could impact Title VII program outcomes?

Both the program administrator and junior high school staff felt that the physical move of the TBE program to a new school location brought initial adjustment problems but those have been smoothed out. Another staff stated that they were short of appropriate LEP instructional materials in one situation so they modified the regular text, and 80% of the LEP students passed.

7. How successful do you believe each of the following Title VII activities were this year?

	Completely 1	Mostly 2	Somewhat 3	Not At All 4	Don't Know
Endorsement Classes	1	2 (2)	3 (3)	4	
Cooperative Learning Classes	1 (1)	2 (3)	3	4	(2)
Tutors	1 (1)	2 (1)	3	4	(1)
Curriculum Development	1	2 (1½)	3 (1½)	4	(3)
Parent Workshops	1	2 (1)	3 (1/2)	4	(3)

Comments:

Most comments were about tutors. While they were seen as generally beneficial, problems were mentioned. One administrator stated that scheduling university students sometimes meant two or three tutors being assigned to the same period and class. In contrast, another staff member stated that teacher attitudes improved toward students when tutors were assisting them. Commenting about the curriculum development, the program administrator mentioned that she has had requests for the handbook from Texas English Speakers of Other Languages (TESOL) members who say that "there is nothing out there on the market like this." One school's staff felt strongly about teacher input being used to select appropriate LEP instructional materials.

8. What recommendations do you have for modifications or improvement of the Title VII program in terms of:

Endorsement Classes?

School administrators requested a list of teachers who had taken endorsement training to be used in scheduling of LEP students.

Cooperative-Learning Workshops?

Two school staffs reported high interest and support. One school staff and the program administrator mentioned holding workshops during the summer. However, one school was unfamiliar with cooperative-learning training session. Another asked for more advanced warning of scheduling. (The central program administrator indicated all were notified of workshops.)

Tutors?

More seemed to be the key word--more tutors, more of them bilingual, more training. One staff suggested a language lab somewhere so that tutors could work privately. "Two acts" going on at the same time was described as distracting. Scheduling times of tutor availability with class needs also was mentioned as a problem.

Curriculum Development?

The program administrator stated that the resource guide was in the final stages. Copies have been requested from members of outside educational agencies. The program administrator also mentioned continuing work on teachers' training videotapes.

Parent Workshops?

Three of the school staffs and the program administrator felt generally positive about parent sessions; one staff was unaware of them. Reaching more parents was seen as the most pressing need.

9. What differences do you see in the 1987-88 Title VII Program as compared to the Program during the first two years?

Comments varied from "no difference" to "Now the campus is aware of the program." Two school administrators and two teacher specialists were not with the Title VII Program for all three years and thus, could not fully respond. The program administrator stated that Title

VII's experiences were guiding the development of a similar program for Vietnamese at Dobie Middle School.

How have these changes impacted the program?

Staff comments included Hispanic LEP students being more noticed, respected on campus. Less teacher frustration with instruction was mentioned. One school staff stated that while there was some impact, they had no feedback yet.

10. Overall, do you feel Title VII has had an impact?

All interviewed were uniformly positive. One staff stated that even if students never catch up and graduate, they now have survival skills. Another school staff felt they couldn't meet all requests to serve more LEP students.

What are its best features?

The following were given:

- o High-risk students are addressed,
- o Extra coordination time,
- o Lower Title VII pupil-teacher ratio,
- o Personalizing teachers,
- o Extra materials,
- o Framework for action,
- o Network of resources,
- o Opportunities for training, and
- o Students in need are targeted.

What are its weaknesses?

According to school staff these problems were inherent in the program:

- o No written explanation of goals, objectives,
- o Communication of information,
- o Limited involvement of teachers in selection of LEP instructional materials,
- o Lack of sufficient appropriate LEP instructional materials, and
- o Tutor training.

11. What components of Title VII (if any) warrant its being continued in the future if federal funding is available?

Although staffs enumerated all four Title VII components, parent and staff workshops were mentioned most often. One school staff suggested that the ESL teacher make visits to LEP student families for which she would receive compensation.

If federal funding is not available, with AISD funding?

The following were stated:

- Extra conference periods for ESL teacher to act as liason with teacher and students,
- All present components,
- TBE and Migrant programs,
- Endorsement classes, and
- ESL.

12. What do you think the best features of AISD's Bilingual and ESL programs are (regardless of funding)?

School staffs felt that having a concentration of Hispanic LEP students at certain campuses allowed staff to focus on special needs while students are mainstreamed as much as possible. Students are more responsive and one school staff stated that attendance was the best ever this year. The program administrator felt that different program options met student need more adequately.

13. What areas of these AISD's programs could be improved?

The most frequently mentioned areas were staff coordination, dissemination of information, and training of parents and teachers.

14. Are there presently unaddressed areas of concern regarding education of LEP students that should be included if the program is continued?

In general, those interviewed believed the present program was adequate. However, one school staff reiterated the need for teachers to be involved in the selection of appropriate LEP instructional materials. Others suggested more counselor time to address LEP students' graduation needs and increased efforts to help content area teachers modify instruction for LEP students.

15. (Program administrator only) What are your plans for continuing the Title VII Program after the third year?

The program administrator announced that fourth-year funding has been approved. She was applying for an academic excellence grant.

What is the present status of funding?

(No response necessary.)

Title VII Program

Appendix H

WORKSHOPS

WORKSHOPS

Purpose

Two groups of workshops were offered by Title VII in 1987-88. The first was for families of Hispanic LEP students. It dealt with adjusting to life in Austin by increasing awareness of potential risks and opportunities to be found in the school, work, and community settings. The second group, cooperative-learning workshops for teachers of LEP students, focused on developing small-group cooperative-learning techniques appropriate for teaching mainstreamed LEP students in content areas.

Decision Question D1: Should the Title VII Program be continued as it is, modified, or discontinued?

Objective #6 - Activities: Major components will be implemented as planned in 1986-87.

Evaluation Question D1-14. What training was offered to parents? When and where was it held? How many parents participated?

Procedure/Results

Data concerning the parent/family workshops were provided by the program director. (See Attachment H-1 for workshop proposal memo.) Attendance counts used in the Final Report section are based on lists signed by participants at each meeting.

The 1987-88 evaluation planned for teachers to be administered revised surveys at the last cooperative-learning meeting. However, at the first meeting teachers mistakenly were given "pre-surveys," forms used to evaluate 1986-87 cooperative learning workshops. This change in the data collection resulted in an examination of pre-and posttest common item responses for the 12 teachers who took both tests. In addition, the unique item responses found on the 14 post-surveys were reviewed. Findings are summarized on page 4 of the Final Report section. (See Attachments H-2 for form used.)

Results

Evaluation Question D1-14. What training was offered to parents? When and where was it held? How many parents participated?

In 1986-87 and 1987-88 workshops for parents of Title VII LEP students were held. This year LEP teenagers were encouraged to join their families and those of others to discuss shared concerns in a social support format. A total of 16 sessions was held at a location in the residential area of most of Title VII's program LEP students and their families. Workshops were facilitated by a bilingual educator with skills and experience in adult education. In addition, other resource people assisted, including a parent involvement specialist for AISD. Child care services were provided at some of the meetings. Attendance varied between 1 and 15 participants; half of the sessions were attended by seven or more family members.

Also in 1987-88, a series of five cooperative-learning workshops was offered to AISD staff at two Title VII campuses and one non-program middle school. Of the participants, 12 completed a survey both at the beginning and end of the workshop series. these teacher responses indicated that:

- All teachers indicated more confidence in helping colleagues structure cooperative-learning techniques; 10 of the 12 indicated more frequent use of these techniques.
- All 12 teachers reported increased familiarity with cooperative-learning research. By the end of the sessions, all teachers had read 1-7 articles or books on cooperative learning.
- While three fourths (9 of 12) of the teachers indicated some knowledge of cooperative-learning techniques and strengths on the pre-survey, all post-surveys indicated more clearly defined understanding. Responses on the pre-survey indicated great interest in learning more about the techniques.

Unique items from the post-survey (14 respondents) indicated that:

- All used cooperative-learning techniques; half used them often (8 or more times). All felt use of cooperative learning affected student achievement.
- Almost all teachers (93%) indicated that they frequently or almost always felt comfortable using cooperative-learning techniques.

- About two thirds (64-71%) of the teachers felt comfortable organizing cooperative-learning groups and selecting tasks and materials for the groups at least sometimes.
- Teachers most often reported acting as facilitators (13 of 14), with over half reporting assigning small groups specific roles, using questions and probes to develop higher order thinking skills, and using group reporters.
- Five teachers were appraised while students were involved in coooperative-learning activities; all reported positive feedback from appraisers.

During the two years (1986-87 and 1987-88) that cooperative-learning workshops have been implemented, teachers have responded positively when surveyed.

- All were implementing cooperative-learning techniques.
- All felt adequately prepared to use the techniques.

Discussion

The objectives of both groups of workshops are supported by national research. During the past two years of implementation in AISD, cooperative-learning workshops have been well-received. Teachers approach the idea of group learning receptively and afterwards report using the techniques in their classes. Given teachers' reactions and supportive national research (Slavin, 1987), these workshops could be made available to other teachers and administrators (especially those who work with low achievers).

National research (Hewison and Tizard, 1980; Tizard, Schofield, and Hewison, 1982) also suggests parent involvement is quite important to students' success, even when the parents have limited education or knowledge of the language of instruction. Conveying support for efforts in school is also important. Four successful Title VII students who were interviewed school and supported them. Many of the parents of these students may be afraid to come to school or unable to for practical reasons. Child care, as provided at some meetings this year, is a positive step. However, home visits, perhaps by ESL teachers, could reach parents who would not ordinarily attend workshops. Visits could establish a link between home and school not possible to obtain in any other way.

Proposal to Dr. Imelda Rodriguez, December 14, 1987 1

TITLE VII PARENT/FAMILY INVOLVEMENT PROGRAM

PROGRAM GOAL: TO ASSIST PARTICIPANTS IN THEIR ADJUSTMENT TO LIFE IN AUSTIN BY INCREASING THEIR AWARENESS OF RISKS AND OPPORTUNITIES THEY ARE LIKELY TO ENCOUNTER IN SCHOOLS, WORKPLACES, AND IN THE COMMUNITY.

OBJECTIVES:

TO PROVIDE A SUPPORTIVE FORUM FOR COMMON CONCERNS

TO PROVIDE INFORMATION AND GUIDANCE TO ALTERNATIVE SPECIALIZED SERVICES TO MEET INDIVIDUAL NEEDS

TO PROVIDE AN OPPORTUNITY FOR PARENTS AND TEENAGERS TO INTERACT WITH OTHER FAMILIES THAT FACE SIMILAR CONDITIONS

TO EMPOWER PARTICIPANTS TO MANAGE OPPORTUNITIES TO SUCCEED AND ENRICH THEIR LIVES

STRATEGY:

WEEKLY MEETINGS OF PARENTS AND STUDENTS IN A CONVENIENT LOCATION, FACILITATED BY A BILINGUAL BICULTURAL PROFESSIONAL, USING APPROPRIATE AUDIOVISUAL MEDIA AND ACTIVITIES TO ENCOURAGE PARTICIPATION. MEETINGS AND INTERACTIONS ARE EDUCATIONAL RATHER THAN THERAPEUTIC, AND ARE DESIGNED TO HELP PARTICIPANTS MOVE FROM LEARNING ABOUT PREVENTING RISKS TO LEARNING HOW TO EXPLORE AND TAKE ADVANTAGE OF OPPORTUNITIES AVAILABLE IN AUSTIN, IN TEXAS, AND THE NATION.

THE SPECIFIC CONTENTS OF EACH SESSION WILL BE DETERMINED WITHIN A GENERAL PLAN FROM THE CONCERNS AND INTERESTS EXPRESSED BY PARTICIPANTS

FACILITATOR:

RENATO ESPINOZA IS A BILINGUAL EDUCATOR WHO HIMSELF IMMIGRATED TO THE UNITED STATES. HE HAS SKILLS AND EXPERIENCE IN DIFFERENT KINDS OF ADULT EDUCATION SETTINGS, BOTH WITH INDIVIDUALS AND GROUPS.

ADDITIONAL RESOURCES:

IN ADDITION TO MRS. EVA BARRON, PARENT INVOLVEMENT SPECIALIST FOR THE DISTRICT, AISD REPRESENTATIVES AND PRESONNEL FROM OTHER COMMUNITY AGENCIES WILL BE FEATURED IN THE PROGRAM PORTION OF SOME SESSIONS. A SOCIAL SUPPORT GROUP FORMAT THAT WILL BE A REGULAR FEATURE OF THE PROGRAM.

LIST OF AUDIOVIDUAL RESOURCES:

1. Choices...For Students (Part 1, in English) 35', VHS Drug Prevention Videotape from Cross Cultural Communications.

2. Choices...For Parents (Part 2, in Spanish) 35', VHS Drug Prevention Videotape from Cross Cultural Communications.

3. How to Watch TV. Four modules in cassettes and filmstrips on how to get more from watching a) news and documentaries, b) drama and comedy, c) advertising, and d) learning from television. 8' each (In English) from Xerox Educational Publications.

4. "El manana es hoy." A Parent Education Program in Spanish from Parent's Magazine, Inc. Four sessions, with filmstrips and cassettes: a) Learning Begins at Home, b) Our Language, our Culture, Ourselves, c) From Home to School, and d) Parent-School Relationships.

5. "El Artista" and "Los Apuros Familiares", 3/4' videotape, produced by SEDL.

Attachment H-2
(Workshop Survey)
(Page 1 of 3)

Name_____

School_____

Cooperative Learning Worksnop Survey

Please respond to the first two questions using this scale:

Very Much	Somewhat	A Little	Not At All
1	2	3	4

1. I feel comfortable defining the term "cooperative learning". 1 2 3 4

2. I am familiar with research concerning the effectiveness of cooperative learning upon student achievement. 1 2 3 4

Use this scale to answer the following questions.

Almost Always	Frequently	Sometimes	Rarely	Almost Never
1	2	3	4	5

3. I feel comfortable using cooperative learning techniques. 1 2 3 4 5

4. I am able to organize students into effective cooperative learning groups. 1 2 3 4 5

5. I am able to select appropriate tasks for cooperative learning groups. 1 2 3 4 5

6. I am able to select appropriate materials for cooperative learning groups. 1 2 3 4 5

Use this scale to respond to tnese questions.

Many (8 or more)	Some (4-7)	Few (1-3)	None
1	2	3	4

7. How many books and/or articles about cooperative learning have you read? 1 2 3 4

8. How many times have you used cooperative learning tecnniques? 1 2 3 4

Name_____

Use this scale to answer the following questions.

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

9. I feel confident instructing a colleague in the structuring of cooperative learning groups. 1 2 3 4

10. I felt adequately prepared to use cooperative learning techniques in the classroom. 1 2 3 4

If you've used these techniques, answer the following questions with the strongly agree to strongly disagree scale listed above:

11. I am able to use cooperative learning to affect student achievement. 1 2 3 4

12. I assigned specific roles to each student in every group. 1 2 3 4

13. My role as a teacher was that of facilitator. 1 2 3 4

14. The reporter from each group reported to the large group. 1 2 3 4

15. I was able to incorporate content information and use of higher order skills through questions and probing. 1 2 3 4

16. The groups consisted of 4-6 students. 1 2 3 4

17. I was appraised during a time when my class was participating in cooperative learning activites. 1 2 3 4

18. My appraiser(s) liked what was going on in my classroom. 1 2 3 4

19. My appraisal was higher when I was a cooperative learning facilitator than when I was a traditional teacher. 1 2 3 4

Name_____

20. List tnree cooperative learning tecnniques.

a.)

b.)

c.)

21. List three strengths of cooperative learning.

a.)

b.)

c.)

Title VII Program

Appendix I

CURRICULUM DEVELOPMENT

CURRICULUM DEVELOPMENT

Purpose

The curriculum development is one of the four major components of AISD's Title VII Program. In 1987-88, it's purpose was to complete a resource handbook of appropriate instructional materials for LEP students.

> Decision Question D1. Should the Title VII Program be continued as it is, modified, or discontinued?

Objective #6 - Activities: Major components will be implemented as planned in 1986-87.

> Evaluation Question D1-17. What was done in the area of curriculum development?

Procedure/Results

A curriculum handbook, A Resource Guide for ESL and Mainstream Teachers of LEP students, referencing materials and strategies appropriate for teaching secondary mainstreamed LEP students was completed by the program director at the end of school year 1987-88. Prior to completion, the director described the handbook as being in a final draft stage in the April administrator interview. (See Appendix G for more information.) Afterwards, the evaluation staff was provided a copy of the draft although input was not requested. The finalized handbook focuses on language survival, literacy, and academic language skills. It is divided into two parts; Section I describes AISD's different LEP programs and the theoretical basis for both their design and that of the enhancing Title VII activities. Section II is a comprehensive bibliography of approximately 500 entries dealing with language needs of LEP students and their teachers. (See the Table of Contents in Attachment I-1.)

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Title VII Program

Appendix J

DROPOUTS

DROPOUTS

Purpose

The AISD dropout rates were examined in terms of Title VII LEP students at the four program schools.

Decision Question D1: Should the Title VII Program be continued as it is, modified, or discontinued?

Evaluation Question D1-18. (a) What effect did the program have on the 1986-87 dropout rate of LEP students? (b) How many Title VII students dropped out? (c) Compared to non-program students? (d) Compared to the year before? (e) How long had 1986-87 dropouts been in AISD? (f) How did the dropout rate of Travis' Spanish for Native Speakers class compare to that of other Title VII high school students in 1986-87?

Procedures

District records provided the information for the data analysis of Title VII 1986-87 dropouts, performed in January, 1988. Procedures for how dropouts are counted may be found in Attachment J-1, taken from DMI Publication, 1986-87 Annual Performance Report, Dropout Section. This information is based on data procedures used by the Office of Research and Evaluation (ORE) evaluation associate in charge of dropout analysis. Rates cover the period of September 1, 1986, through September 15, 1987; students are considered dropouts if they leave AISD during this period and a request for a transcript is not received by October 14, 1987. This is a change from the preceding year when both the Title VII and District rates considered students as dropouts if they had withdrawn between September 1 and July with no request for transcript received during this period. Another change in calculating Title VII dropout rates should also be noted. During the second year (1986-87), the program was extended to include Hispanic LEP students classified as Bilingual, language dominance category C. This decision was made because students sometimes go from LEP status B to C during the year and/or have equal but limited proficiency in both English and Spanish. However, during the third year of the program (1987-88), the LEP classification of Title VII program students was the same as the first year; the only LEP status C students included were those who changed from LEP status B to C during the year. Therefore, to be consistent with the first and third year, the data analysis examined the same three language groupings -- (1) LEP status' A and B (Title VII Program students), (2) categories C,D, and E, and (3) the combined statuses. These procedures were used by the

87.19

Office of Research and Evaluation (ORE) evaluation associate to summarize and analyze the data for the second annual Title VII dropout rates (1986-87), based on SAS program EV1BY014 and EV1BY012. Both programs were modifications of the district data analysis program run by the programmer analyst to separate out Spanish-speaking LEP students at the four program schools in the dropout frequencies. (See Attachment J-2 and J-3.)

A summary of results may be found under Dropout/Graduation Rates of the Final Report (pp.19-21).

What Is the Dropout Rate for 1986-87 High School Students as of October?

Figure 2 shows the dropout rates for 1986-87 high school students, broken down by sex, ethnicity, grade, and by time of dropping out. Note that from the October perspective, the number of school-year dropouts drops from 1,809 to 1,426 (reflecting returners and late records requests), but that another 731 left during the summer.

FIGURE 2
DROPOUT RATE FOR 1986-87 HIGH SCHOOL STUDENTS, INCLUDING SUMMER, BY ETHNICITY, SEX, AND GRADE

Group	School-Year Dropouts		Summer Dropouts		Total Dropouts	
	N	%	N	%	N	%
Black	280	8.3	158	4.7	438	12.9
Hispanic	472	10.6	195	4.4	667	15.0
Anglo/Other	674	6.8	378	3.8	1,052	10.6
Female	641	7.3	317	3.6	958	10.9
Male	785	8.8	414	4.6	1,199	13.4
Grade 9	616	10.5	262	4.5	878	15.0
Grade 10	376	8.3	194	4.3	570	12.5
Grade 11	296	7.8	136	3.6	432	11.4
Grade 12	138	3.9	139	3.9	277	7.8
Total	1,426	8.0	731	4.1	2,157	12.1

What Percentage of Students Who Enter Ninth Grade in AISD Fail to Graduate?

This is probably the most significant single question about dropouts in our District, and we are now approaching an answer. The group who entered ninth grade during the 1983-84 school year

are assigned to each student on the file. Possible statuses are:

--Currently enrolled as of September 15.
--School-year dropout (withdrew during a school year, with no records request by the end of the first six weeks).
--School-year transfer (withdrew, records request).
--Graduated.
--Died.
--Summer dropout (completed a school year, but did not enroll in the fall by September 15, and no records request by the end of the first six weeks).
--Summer transfer (completed school year, did not enroll in fall, records requested.)

- The dropout rate is calculated by dividing the total number of dropouts (school year plus summer) by the total enrollment. This can be done for any subgroup of interest.

The Annual Rate As It Looked in July (for Comparison Only)

Although (as explained above) the numbers available in July are necessarily incomplete and inadequate, to give a sense of the trend across time, Figure 1 shows the dropout rate for the 1986-87 school year using the old July 1 cutoff date for transcript requests, compared to the three years previous. By this measure the annual rate declined for the second consecutive year for high school students. A lower rate among Hispanics and Anglo/Others accounted for the drop; the rate for Blacks increased.

FIGURE 1
ANNUAL DROPOUT RATES FOR FOUR SCHOOL YEARS BY ETHNICITY, AS OF JULY 1 OF THE FOLLOWING SUMMER

Group	1983-84		1984-85		1985-86		1986-87/	
	N	%	N	%	N	%	N	%
Black	286	9.7	322	10.6	314	9.8	355	10.8
Hispanic	554	13.8	663	16.0	661	15.3	608	13.7
Anglo/ Other	754	7.5	963	9.1	936	9.0	846	8.5
Total	1,594	9.4	1,948	11.0	1,911	10.7	1,809	10.2

of the preceding school year.

The second important change involves the definition of cohorts for the purpose of longitudinal tracking. In the past we have reported longitudinal dropout rates for the entire group of high school students from a given base year. Unfortunately, such a rate has little if any intrinsic meaning. A better longitudinal rate is for the ninth graders from a particular base year, which we also reported in past years. Finally we realized that this meant that retainees--a group particularly likely to drop out--were counted in more than one cohort of ninth graders. Now we think we have the single best number for expressing the longitudinal high school dropout rate: the rate for each year's group of entering ninth graders. We believe this is the best way to define a cohort for three reasons. First, it is the base group of which people intuitively think when they want to know the long-term, or ultimate, dropout rate. Second, no student is counted in more than one group. Finally, it gives us a number which is somewhat comparable to the longitudinal rate published in our original dropout study, Mother Got Tired of Taking Care of My Baby, which found a 24% dropout rate among the group of all AISD 14-year-olds from September, 1978, after four and one half years.

Definition and Method

One aspect of our dropout system that has not changed is the definition of a dropout. A dropout is a student who has withdrawn from AISD and whose records have not been requested by another school or district. Students who earn GED's are counted as dropouts in our system.

In July, 1986, a longitudinal computerized database (the Secondary Student Longitudinal File, or SSLF) was constructed that enables us to answer questions about the enrollment status of any group of students at any point in time, beginning with the 1983-84 school year for high school students and the 1985-86 school year for seventh and eighth graders.

Our method for assigning dropout status code is as follows:

- Each year's cohort includes all students enrolled in an AISD high school at any time during the school year.
- Any student who withdraws from AISD is first considered a dropout.
- If the student's records are requested by a district, school, or other institution offering a high school diploma, the student is judged to be pursuing an education and his/her classification is changed from "dropout" to "transfer."
- In the fall following each school year, dropout statuses

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NOTE: COPYRIGHT (C) 1984,1986 SAS INSTITUTE INC., CARY, N.C.  27511, U.S.A.
NOTE: THE JOB EV1BYO14 HAS BEEN RUN UNDER RELEASE 5.16 OF SAS AT AUSTIN INDEPENDENT SCHOOL DISTRICT (01986001).

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5          WILL ALSO DO LEP DROP COUNTS AS OF OCTOBER 1987.                                                          00000250
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IEF375I  JOB /EV1BYO14/ START 88014.1507
IEF376I  JOB /EV1BYO14/ STOP  88014.1510 CPU    0MIN 45.53SEC SRB    0MIN 00.57SEC
```

```
2        SAS(R) LOG   OS SAS 5.16          MVS/XA JOB EV1BY014 STEP SAS      PROC SAS          15:08 THURSDAY, JANUARY 14, 1988

51                      LOC88          153 155                                                  00000710
52                      ENTRY88        156-161                                                  00000720
53                      WITH88         162-167                                                  00000730
54                      TRANS88     $  168                                                      00000740
55                      LISTAT88    $  169                                                      00000750
56                      DROP88         170  ;                                                  00000760
57           IF STUID = 9003141 OR STUID = 1184353 OR STUID = 9105098
58               THEN DELETE;
59            IF ENTRY87 NE .;                                                                 00000780
60            IF (LOC87 GE '002' AND LOC87 LE '011') OR LOC87 = '012' OR LOC87                 00000790
61               = '259' OR LOC87 = '016' OR LOC87 = '251' OR LOC87 = '252' OR                 00000800
62               LOC87 = '258' OR LOC87 = '253';                                               00000810
63            IF (GRADE87 GE '09' AND GRADE87 LE '12') OR GRADE87 = 'GR';                      00000820
64                                                                                             00000830
65            IF (LOC87 GE '043' AND LOC87 LE '057') OR LOC87 = '012' OR LOC87                 00000840
66               = '259' OR LOC87 = '016' OR LOC87 = '251' OR LOC87 = '252' OR                 00000850
67               LOC87 = '258' OR LOC87 = '011' OR LOC87 = '253';                              00000860
68            IF (GRADE87 GE '07' AND GRADE87 LE '08');                                        00000870
69                                                                                             00000880
70            IF (LOC87 GE '002' AND LOC87 LE '010') OR (LOC87 GE '043' AND LOC87              00000890
71                LE '057') OR LOC87 = '011' OR LOC87 = '012' OR LOC87 = '016' OR              00000900
72                LOC87 = '251' OR LOC87 = '252' OR LOC87 = '258' OR LOC87 = '259'             00000910
73                OR LOC87 = '253';                                                            00000920
74          *  IF LOC87 = '003' OR LOC87 = '007' OR LOC87 = '009' OR                           00000921
75               LOC87 = '052';                                                               00000922
76          *  IF (GRADE87 GE '07' AND GRADE87 LE '12') OR GRADE87 = 'GR';                     00000930
77                                                                                             00000940
78           IF ETHNIC = '1' OR ETHNIC = '2' THEN ETHNIC = '5';                                00000950
79                                                                                             00000960
80            GRAD = 'N';                                                                      00000970
81            DIED = 'N';                                                                      00000980
82           IF DROP84 = 3 OR DROP85 = 3 OR DROP86 = 3 OR DROP87 = 3 OR                        00000990
83              DROP88 = 3 THEN GRAD = 'Y';                                                    00001000
84           IF DROP84 = 4 OR DROP85 = 4 OR DROP86 = 4 OR DROP87 = 4 OR                        00001010
85              DROP88 = 4 THEN DIED = 'Y';                                                    00001020
86                                                                                             00001030
87                                                                                             00001040
88           DROP = 9;                                                                         00001050
89                                                                                             00001060
90                                                                                             00001070
91           ****************CREATE DROP CODE 0 (STILL IN AISD ) ****************;            00001080
92            IF ENTRY88 GT 0 AND ENTRY88 LE 870915           AND GRAD = 'N'                   00001090
93               AND DIED = 'N' THEN DROP=0;                                                   00001100
94           ************************************************************************;       00001110
95                                                                                             00001120
96           ****************CREATE DROP CODE 1 (DROPOUTS DURING SCHOOL YEAR)****;            00001130
97            IF WITH87 NE . AND TRANS87 = ' ' AND (ENTRY88 = . OR ENTRY88 = 0 OR              00001140
98               ENTRY88 GT 870915) AND GRAD = 'N' AND DIED = 'N' THEN DROP = 1;             00001150
99           ************************************************************************;       00001160
100                                                                                            00001170
101          ****************CREATE DROP CODE 2 (TRANSFER DURING SCHOOL YEAR)*****;           00001180
102           IF WITH87 NE . AND (ENTRY88 = . OR ENTRY88 = 0 OR ENTRY88 GT 870915)            00001190
103              AND TRANS87 = 'Y' AND GRAD = 'N' AND DIED = 'N' THEN DROP=2;                  00001200
104          ************************************************************************;       00001210
105                                                                                            00001220
106          ****************CREATE DROP CODES 3 AND 4 (GRADUATED, DIED)*********;           00001230
107              IF GRAD = 'Y' THEN DROP=3;                                                    00001240
108              IF DIED = 'Y' THEN DROP=4;                                                    00001250
```

```
3        SAS(R) LOG   OS SAS 5.16          MVS/XA JOB EV1BYO14 STEP SAS      PROC SAS                15:08 THURSDAY, JANUARY 14, 1988

109          ********************************************************************;  00001260
110                                                                                  00001270
111          ****************CREATE DROP CODE 5 (SUMMER DROPOUT)*****************;  00001280
112            IF WITH87 = . AND (ENTRY88 < . OR ENTRY88 > 0 OR ENTRY88 GT 870915)   00001290
113               AND TRANS87 = ' ' AND GRAD = 'N' AND DIED = 'N' THEN DROP = 5;     00001300
114          ********************************************************************;  00001310
115                                                                                  00001320
116          ****************CREATE DROP CODE 6 (SUMMER TRANSFER)****************;  00001330
117            IF WITH87 < . AND (ENTRY88 > . OR ENTRY88 < 0 OR ENTRY88 GT 870915)   00001340
118               AND TRANS87 = 'Y' AND GRAD = 'N' AND DIED = 'N' THEN DROP = 6;     00001350
119          ********************************************************************;  00001360
120                                                                                  00001370
121           KEEP STUID STUNAME GRADE87 LOC87 ENTRY87 WITH87 TRANS87 DROP87 DROP    00001380
122                ETHNIC SEX;                                                       00001390
123                                                                                  00001400
124                                                                                  00001410

NOTE: CHARACTER VALUES HAVE BEEN CONVERTED TO NUMERIC
      VALUES AT THE PLACES GIVEN BY: (LINE):(COLUMN).

      60:17  60:36  60:54  61:9  61:26  61:43  61:60  62:15  62:32  62:17  62:36  62:54  63:9  63:26  63:43  63:60  64:15
      64:32  64:49  65:17  65:36  65:56  66:11  66:29  66:46  66:63  67:16  67:33  67:50  67:67  68:19


NOTE: INFILE TAPEIN(0) IS:
      DSNAME=UCC.EDPDROPL.G0002V00(0),
      UNIT=TAPE,VOL=SER=600686,DISP=OLD,
      DCB=(BLKSIZE=12000,LRECL=300,RECFM=FB)

NOTE: 56644 LINES WERE READ FROM INFILE TAPEIN(0).
NOTE: DATA SET USER.DROP87 HAS 0 OBSERVATIONS AND 11 VARIABLES. 558 OBS/TRK.
NOTE: THE DATA STATEMENT USED 43.73 SECONDS AND 500K.

124           PROC FREQ DATA=DROP7;                                                  00001410
125            TABLES DROP*LOC87                                                     00001420
126                   DROP*GRADE87;                                                  00001430
127          *        DROP*SEX                                                      00001440
128                   DROP*ETHNIC;                                                  00001450
129                                                                                  00001460
130                                                                                  00001470
131          *PROC SORT DATA=DROP7;                                                  00001480
132          * BY STUID;                                                            00001490
133          *PROC SORT DATA=RICETEEN;                                              00001500
134          * BY STUID;                                                           00001510
135                                                                                  00001520
136          *DATA DROP7;      *                                                    00001530
137          * MERGE DROP7  (IN=ONDROP)  RICETEEN (IN=ONRT);                       00001540
138          * BY STUID;                                                           00001550
139          * IF ONDROP;                                                          00001560
140          * IF ONRT THEN LOC87 = HOMESCH;                                       00001570
141                                                                                  00001580
142          * GROUP = 1;                                                          00001590
143          * IF ONRT THEN GROUP = 2;                                             00001600
144                                                                                  00001610
145                                                                                  00001620
146                                                                                  00001630
147          *PROC FREQ DATA=DROP7;                                                  00001640
148          * TABLES DROP*LOC87                                                   00001650
```

```
4          SAS(R) LOG   OS SAS 5.16          MVS/XA JOB EV1BYO14 STEP SAS      PROC SAS          15:08 THURSDAY, JANUARY 14, 1988

149        *         DROP*ETHNIC                                                00001660
150        *         DROP*SEX                                                   00001670
151        *         DROP*GRADE87;                                              00001680
152                                                                             00001690
153        *PROC SORT DATA=DROP7;                                               00001700
154        * BY GROUP;                                                         00001710
155                                                                             00001720
156        *PROC FREQ DATA=DROP7;                                               00001730
157        * TABLES DROP*LOC87                                                 00001740
158                  DROP*ETHNIC                                               00001750
159                  DROP*SEX                                                  00001760
160                  DROP*GRADE87;                                             00001770
161        * BY GROUP;                                                         00001780
162                                                                             00001790
163         ********SEPARATE TAP KIDS FROM OTHERS**********************;       00001800
164        *PROC SORT DATA=DROP7;                                               00001810
165        * BY STUID;                                                         00001820
166        *DATA TAPKIDS;                                                      00001830
167        * SET TRAP87;                                                       00001840
168        * KEEP STUID SERVSEM TAPSITE;                                       00001850
169        *PROC SORT DATA=TAPKIDS;                                            00001860
170        * BY STUID;                                                         00001870
171                                                                             00001880
172        *DATA DROP7;                                                        00001890
173        * MERGE DROP7  (IN=ONDROP) TAPKIDS (IN=ONTAP);                      00001900
174        * BY STUID;                                                         00001910
175        * IF ONDROP;                                                        00001920
176        * IF ONTAP THEN GROUP=3;                                            00001930
177                                                                             00001940
178        *PROC SORT;                                                         00001950
179        * BY GROUP;                                                         00001960
180                                                                             00001970
181        *PROC FREQ;                                                         00001980
182        * TABLES DROP*LOC87                                                 00001990
183        *         DROP*ETHNIC                                               00002000
184        *         DROP*SEX                                                  00002010
185        *         DROP*GRADE87;                                             00002020
186        * BY GROUP;                                                         00002030
187                                                                             00002040
188                                                                             00002050
189        *DATA TAPDROP;                                                      00002060
190        * SET DROP87;                                                       00002070
191        * IF GROUP = 3;                                                     00002080
192                                                                             00002090
193                                                                             00002100
194                              *                                              00002110
195                                                                             00002120
196        *PROC SORT DATA=TAPDROP;                                            00002130
197        * BY SERVSEM;                                                       00002140
198                                                                             00002150
199        *PROC PRINT;                                                        00002160
200        * VAR STUID STUNAME SERVSEM;                                        00002170
201                                                                             00002180
202        *DATA DROP87;                                                       00002190
203        * SET DROP87;                                                       00002200
204        * IF GRADE87 = '07' AND FIRST7TH = 87;                              00002210
205                                                                             00002220
206        *PROC FREQ;                                                         00002230
```

```
5        SAS(R) LOG   OS SAS 5.16          MVS/XA JOB EV1BYO14 STEP SAS      PROC SAS              15 08 THURSDAY, JANUARY 14, 1988

207       * TABLES DROP*LOC87                                                                    00002240
208       *        DROP*ETHNIC                                                                   00002250
209       *        DROP*SEX                                                                      00002260
210       *        DROP*GRADE87;                                                                 00002270
211       * BY GROUP;                                                                            00002280
212                                                                                             00002290
213       *PROC FREQ;                                                                           00002300
214       * TABLES DROP*LOC87                                                                    00002310
215       *        DROP*ETHNIC                                                                   00002320
216       *        DROP*SEX                                                                      00002330
217       *        DROP*GRADE87;                                                                 00002340
218                                                                                             00002350
219       *DATA DROP7;                                                                          00002360
220       * SET DROP7;                                                                          00002370
221       * IF GROUP = 1 OR GROUP = 2;                                                          00002380
222                                                                                             00002390
223       *PROC SORT DATA=DROP7;                                                                00002400
224       * BY STUID;                                                                           00002410
225                                                                                             00002420
226       *DATA TRANSJUL;                                                                       00002430
227       * INPUT        STUID       23-29;                                                    00002440
228       *ARDS;                                                                               00002450
229       *INCLUDE>SA-PSO170101                                                                 00002460
230       *                                                                                    00002470
231       *PROC SORT;                                                                          00002480
232       * BY STUID;                                                                          00002490
233                                                                                             00002500
234       *DATA TRANSJUL;                                                                      00002510
235       * SET TRANSJUL;                                                                      00002520
236       * BY STUID;                                                                          00002530
237       * IF FIRST.STUID;                                                                    00002540
238                                                                                             00002550
239       *DATA JULYRATE;                                                                      00002560
240       * MERGE DROP7  (IN=ONDROP) TRANSJUL (IN=ONTRANS);                                    00002570
241       * BY STUID;                                                                          00002580
242       * IF ONDROP;                                                                         00002590
243       * TRANS87 = ' ';                                                                     00002600
244       * IF ONTRANS THEN TRANS87 = 'Y';                                                     00002610
245                                                                                             00002620
246       *  GRAD = 'N';                                                                       00002630
247       *  DIED = 'N';                                                                       00002640
248       * IF DROP84 = 3 OR DROP85 = 3 OR DROP86 = 3 OR DROP87 = 3 THEN GRAD='Y';             00002650
249       * IF DROP84 = 4 OR DROP85 = 4 OR DROP86 = 4 OR DROP87 = 4 THEN DIED='Y';             00002660
250                                                                                             00002670
251                                                                                             00002680
252       * DROP = 9;                                                                          00002690
253                                                                                             00002700
254                                                                                             00002710
255        ****************CREATE DROP CODE 0 (STILL IN AISD ) ****************;              00002720
256       * IF ENTRY87 NE .          AND WITH87 = .          AND GRAD = 'N'                    00002730
257       *    AND DIED = 'N' THEN DROP=0;                                                      00002740
258        ***************************************************************;                   00002750
259                                                                                             00002760
260        ****************CREATE DROP CODE 1 (DROPOUTS DURING SCHOOL YEAR)****;              00002770
261       * IF  (WITH87 NE .            AND TRANS87 = ' ')                                     00002780
262       * AND GRAD = 'N' AND DIED = 'N' THEN DROP=1;                                        00002790
263        ***************************************************************;                   00002800
264                                                                                             00002810
```

```
6          SAS(R) LOG   05 SAS 5.16          MVS/XA JOB EV1BYO14 STEP SAS      PROC SAS          15:08 THURSDAY, JANUARY 14, 1988

265         ****************CREATE DROP CODE 2 (TRANSFER DURING SCHOOL YEAR)*****; 00002820
                                                                                  00002830
266        * IF     (WITHB7 NE .              AND TRANSB7 = 'Y')                  00002840
267        *  AND GRAD = 'N' AND DIED = 'N' THEN DROP=2;                          00002850
268         ************************************************************************; 00002860
269                                                                               00002870
270         ****************CREATE DROP CODES 3 AND 4 (GRADUATED, DIED)*********; 00002880
271        *     IF GRAD = 'Y' THEN DROP=3;                                      00002890
272        *     IF DIED = 'Y' THEN DROP=4;                                      00002900
273         ************************************************************************; 00002910
274                                                                               00002920
275        * KEEP STUID STUNAME GRADE87 LOC87 ENTRY87 WITHB7 TRANSB7 DROPB7 DROP  00002930
276        *      ETHNIC;                                                        00002940
277                                                                               00002950
278        *PROC FREQ;                                                          00002960
279        * TABLES DROP*ETHNIC                                                 00002970
280        *        DROP*SEX                                                    00002980
281        *        DROP*GRADE87     ;                                          00002990
282        *PROC DELETE DATA= JULYRATE TRANSJUL DROP7;                          00003000
283                                                                               00004010
284
NOTE: THE PROCEDURE FREQ USED 1.57 SECONDS AND 780K AND PRINTED PAGES 1 TO 2.
NOTE: SAS USED 780K MEMORY.

NOTE: SAS INSTITUTE INC.
      SAS CIRCLE
      PO BOX 8000
      CARY, N.C. 27511-8000
```

TABLE OF DROP BY LOC87

DROP LOC87

FREQUENCY PERCENT ROW PCT COL PCT	3	7	9	52	TOTAL
0	1394 20.80 31.70 67.21	1417 21.14 32.23 60.14	1164 17.37 26.47 66.63	422 6.30 9.60 80.38	4397 65.61
1	126 1.88 23.38 6.08	264 3.94 48.98 11.21	105 1.57 19.48 6.01	44 0.66 8.16 8.38	539 8.04
2	90 1.34 35.16 4.34	108 1.61 42.19 4.58	41 0.61 16.02 2.35	17 0.25 6.64 3.24	256 3.82
3	342 5.10 31.93 16.49	408 6.09 38.10 17.32	321 4.79 29.97 18.37	0 0.00 0.00 0.00	1071 15.98
4	1 0.01 50.00 0.05	1 0.01 50.00 0.04	0 0.00 0.00 0.00	0 0.00 0.00 0.00	2 0.03
5	69 1.03 26.85 3.33	83 1.24 32.30 3.52	68 1.01 26.46 3.89	37 0.55 14.40 7.05	257 3.83
6	52 0.78 28.89 2.51	75 1.12 41.67 3.18	48 0.72 26.67 2.75	5 0.07 2.78 0.95	180 2.69
TOTAL	2074 30.95	2356 35.15	1747 26.07	525 7.83	6702 100.00

```
1          SAS(R) LOG   OS SAS 5.16          MVS/XA JOB EV1BY012 STEP SAS      PROC SAS              15:42 THURSDAY, JANUARY 14, 1988

NOTE: COPYRIGHT (C) 1984,1986 SAS INSTITUTE INC., CARY, N.C.  27511, U.S.A.
NOTE: THE JOB EV1BY012 HAS BEEN RUN UNDER RELEASE 5.16 OF SAS AT AUSTIN INDEPENDENT SCHOOL DISTRICT (01986001).

NOTE: CPUID    VERSION = 03  SERIAL = 015624  MODEL = 4381 .

NOTE: SAS OPTIONS SPECIFIED ARE:
      SORT=4

1                                                                                00000120
2          OPTIONS ERRORS = 0;                                                   00000130
3          DATA LEPBY87;                                                         00000140
4             INFILE TAPEIN;                                                     00000160
5             INPUT        FILID       $ 1-2                                     00000170
6                          STUID         3-9                                     00000180
7                          STUNAME     $ 10-36                                   00000190
8                          BIRTH       $ 37-42                                   00000200
9                          LOC         $ 43-45                                   00000210
10                         GRADE       $ 46-47                                   00000220
11                         ENTRY       $ 76-79                                   00000230
12                         EXIT        $ 80-83                                   00000240
13                         REENTYR     $ 84-87                                   00000250
14                         REEXIT      $ 88-91                                   00000260
15                         LANGCODE    $ 57-59                                   00000270
16                         LANGNAME    $ 60-69                                   00000280
17                         ETHNIC      $ 48                                      00000290
18                         STATUS      $ 70                                      00000300
19                         LPACCODE    $ 73                                      00000310
20                         LANGDOM     $ 71-72                                   00000320
21                         EXITYR      $ 235-238;                                00000330
22         KEEP STUID STATUS GRADE EXITYR LOC LANGDOM LANGCODE ETHNIC;           00000340
23         IF STUID = 9003141 OR STUID = 1184353 OR STUID = 9105098
24            THEN DELETE;
25         IF STATUS = '2' OR STATUS = '3' OR STATUS = '4' OR STATUS = '5'       00000350
26         OR STATUS = '8';                                                      00000360
27         IF LANGCODE = '002';                                                  00000370
28         IF LOC = '003' OR LOC = '007' OR LOC = '009' OR LOC = '052';          00000380
29                                                                               00000400

NOTE: INFILE TAPEIN IS:
      DSNAME=ELBLANG7.TAPE,
      UNIT=TAPE,VOL=SER=000953,LABEL=2,DISP=OLD,
      DCB=(BLKSIZE=4000,LRECL=264,RECFM=VB)

NOTE: 15466 LINES WERE READ FROM INFILE TAPEIN.
      THE MINIMUM LINE LENGTH IS 260.
      THE MAXIMUM LINE LENGTH IS 260.
NOTE: DATA SET USER.LEPBY87 HAS 285 OBSERVATIONS AND 8 VARIABLES. 1676 OBS/TRK.
NOTE: THE DATA STATEMENT USED 5.66 SECONDS AND 532K.

29         DATA AB;                                                              00000400
30            SET LEPBY87;                                                       00000410
31            IF LANGDOM = 'A' OR LANGDOM = 'B' OR LANGDOM = 'AL';
32

NOTE: DATA SET USER.AB HAS 207 OBSERVATIONS AND 8 VARIABLES. 1676 OBS/TRK.
NOTE: THE DATA STATEMENT USED 0.14 SECONDS AND 472K.
```

```
2          SAS(R) LOG   OS SAS 5.16          MVS/XA JOB EV1BY012 STEP SAS      PROC SAS          15:42 THURSDAY, JANUARY 14, 1988

32              PROC FREQ;
33              TITLE 'ALL TITLE VII LEPS WITH LANGDOM OF A, B, AND AL';
34                   TABLES LOC GRADE;
35
NOTE: THE PROCEDURE FREQ USED 0.22 SECONDS AND 760K AND PRINTED PAGE 1.

35            PROC DELETE DATA = AB;
36
NOTE: THE PROCEDURE DELETE USED 0.13 SECONDS AND 484K.

36            DATA CDE;
37               SET LEPBY87;
38               IF LANGDOM = 'C' OR LANGDOM = 'D' OR LANGDOM = 'E' OR
39                  LANGDOM = 'EL';
40

NOTE: DATA SET USER.CDE HAS 77 OBSERVATIONS AND 8 VARIABLES. 1676 OBS/TRK.
NOTE: THE DATA STATEMENT USED 0.13 SECONDS AND 472K.

40              PROC FREQ;
41              TITLE 'ALL TITLE VII LEPS WITH LANGDOM OF C, D, E, AND EL';
42                   TABLES LOC GRADE;
43
NOTE: THE PROCEDURE FREQ USED 0.20 SECONDS AND 760K AND PRINTED PAGE 2.

43            PROC DELETE DATA = CDE;
44
NOTE: THE PROCEDURE DELETE USED 0.13 SECONDS AND 484K.

44            DATA ALL;
45               SET LEPBY87;
46               IF LANGDOM = 'A' OR LANGDOM = 'B' OR LANGDOM = 'C' OR
47                  LANGDOM = 'AL' OR LANGDOM = 'D' OR LANGDOM = 'E' OR
48                  LANGDOM = 'EL';
49

NOTE: DATA SET USER.ALL HAS 284 OBSERVATIONS AND 8 VARIABLES. 1676 OBS/TRK.
NOTE: THE DATA STATEMENT USED 0.14 SECONDS AND 472K.

49              PROC FREQ;
50              TITLE 'ALL TITLE VII LEPS';
51                   TABLES LOC GRADE;
52
NOTE: THE PROCEDURE FREQ USED 0.22 SECONDS AND 760K AND PRINTED PAGE 3.

52              PROC DELETE DATA = ALL;
53         ************************************************************************ 00000420
54               THIS PROGRAM (SA-BY0120101) WILL PRODUCE ANNUAL  DROPOUT CODES    00000430
55               FOR ALL HISPANIC LEP STUDENTS, 9-12 DURING THE 1986-87 SCHOOL     00000440
56               YEAR AT TRAVIS, JOHNSTON, AND ANDERSON.                           00000450
57         ************************************************************************; 00000460
58                                                                                   00000470
59                                                                                   00000480
60                                                                                   00000490
NOTE: THE PROCEDURE DELETE USED 0.14 SECONDS AND 484K.

60            DATA DROPBY87;                                                         00000490
61             SET DROP7;                                                            00000500
```

```
3          SAS(R) LOG   OS SAS 5.16          MVS/XA JOB EV1BYO12 STEP SAS      PROC SAS          15:42 THURSDAY, JANUARY 14, 1988

62                                                                                                00000510
63           + IF (LOC87 =  '003' OR LOC87  = '007' OR LOC87  = '009' OR                          00000520
64                LOC87 = '052');
68           + IF (GRADE87 GE '07' AND GRADE87 LE '12') OR GRADE87 = 'GR';                        00000530
66                                                                                                00000540
67                                                                                                00000550
68                                                                                                00000560

NOTE: DATA SET USER.DROPBY87 HAS 6702 OBSERVATIONS AND 11 VARIABLES. 558 OBS/TRK.
NOTE: THE DATA STATEMENT USED 0.88 SECONDS AND 472K.

68            PROC SORT DATA=LEPBY87;                                                             00000560
69             BY STUID;                                                                          00000570
70                                                                                                00000580

NOTE: 4 CYLINDERS DYNAMICALLY ALLOCATED ON SYSDA FOR EACH OF 3 SORT WORK DATA SETS.
NOTE: DATA SET USER.LEPBY87 HAS 285 OBSERVATIONS AND 8 VARIABLES. 1676 OBS/TRK.
NOTE: THE PROCEDURE SORT USED 0.47 SECONDS AND 1488K.

70            PROC SORT DATA=DROPBY87;                                                            00000580
71             BY STUID;                                                                          00000590
72                                                                                                00000600
73                                                                                                00000610

NOTE: DATA SET USER.DROPBY87 HAS 6702 OBSERVATIONS AND 11 VARIABLES. 558 OBS/TRK.
NOTE: THE PROCEDURE SORT USED 1.35 SECONDS AND 1488K.

73            DATA LEPDROP7;                                                                      00000610
74             MERGE LEPBY87    (IN=ONLEP) DROPBY87    (IN=ONDROP);                               00000620
75             BY STUID;                                                                          00000630
76             IF ONLEP=1 AND ONDROP=1;                                                           00000640
77

NOTE: DATA SET USER.LEPDROP7 HAS 285 OBSERVATIONS AND 17 VARIABLES. 474 OBS/TRK.
NOTE: THE DATA STATEMENT USED 1.57 SECONDS AND 520K.

77            PROC FREQ;
78                TABLES DROP*LOC87
79                       DROP*GRADE87
80                       DROP*SEX;
81
NOTE: THE PROCEDURE FREQ USED 0.34 SECONDS AND 764K AND PRINTED PAGES 4 TO 6.

81             DATA ABLEP;
82                SET LEPDROP7;
83                IF DROP = 1 OR DROP = 5;
84                IF LANGDOM = 'A' OR LANGDOM = 'B' OR LANGDOM = 'AL';
85

NOTE: DATA SET USER.ABLEP HAS 22 OBSERVATIONS AND 17 VARIABLES. 474 OBS/TRK.
NOTE: THE DATA STATEMENT USED 0.18 SECONDS AND 472K

85                PROC FREQ;
86                TITLE 'ALL TITLE VII LEP DROPOUTS WITH LANGDOM OF A, B, AND AL';
87                   TABLES LOC87 GRADE87;
88
NOTE: THE PROCEDURE FREQ USED 0.19 SECONDS AND 764K AND PRINTED PAGE 7.
```

```
4          SAS(R) LOG   OS SAS 5.16          MVS/XA JOB EV1BYO12 STEP SAS      PROC SAS          15:42 THURSDAY, JANUARY 14, 1988

88            PROC DELETE DATA = ABLEP;
89
NOTE: THE PROCEDURE DELETE USED 0.13 SECONDS AND 484K.

89            DATA CDELEP;
90               SET LEPDROP7;
91               IF DROP = 1 OR DROP = 5;
92               IF LANGDOM = 'C' OR LANGDOM = 'D' OR LANGDOM = 'E' OR
93                  LANGDOM = 'EL';
94

NOTE: DATA SET USER.CDELEP HAS 11 OBSERVATIONS AND 17 VARIABLES. 474 OBS/TRK.
NOTE: THE DATA STATEMENT USED 0.15 SECONDS AND 472K.

94              PROC FREQ;
95             TITLE 'ALL TITLE VII LEP DROPOUTS WITH LANGDOM OF C, D, E, AND EL';
96                 TABLES LOC GRADE;
97
NOTE: THE PROCEDURE FREQ USED 0.19 SECONDS AND 764K AND PRINTED PAGE 8.

97            PROC DELETE DATA = CDELEP;
98
NOTE: THE PROCEDURE DELETE USED 0.13 SECONDS AND 484K.

98            DATA ALLLEP;
99                 SET LEPDROP7;
100                IF DROP = 1 OR DROP = 9;
101                IF LANGDOM = 'A' OR LANGDOM = 'B' OR LANGDOM = 'C' OR
102                   LANGDOM = 'D' OR LANGDOM = 'E' OR LANGDOM = 'AL' OR
103                   LANGDOM = 'EL';
104

NOTE: DATA SET USER.ALLLEP HAS 33 OBSERVATIONS AND 17 VARIABLES. 474 OBS/TRK.
NOTE: THE DATA STATEMENT USED 0.15 SECONDS AND 472K.

104                PROC FREQ;
105                TITLE 'ALL TITLE VII LEP DROPOUTS';
106                    TABLES LOC GRADE;
107
NOTE: THE PROCEDURE FREQ USED 0.20 SECONDS AND 764K AND PRINTED PAGE 9.

107             PROC DELETE DATA = ALLLEP;
108
NOTE: THE PROCEDURE DELETE USED 0.14 SECONDS AND 484K.

108          PROC SORT DATA = LEPDROP7;
109               BY LOC87 GRADE STUNAME STUID;
110                                                                  00000720
111                                                                  00000730

NOTE: DATA SET USER.LEPDROP7 HAS 385 OBSERVATIONS AND 17 VARIABLES. 474 OBS/TRK.
NOTE: THE PROCEDURE SORT USED 0.30 SECONDS AND 1400K.

111         PROC PRINT DATA=LEPDROP7;                                00000730
112          BY LOC87;
113          PAGEBY LOC87;
114          TITLE 'TITLE VII HISPANIC LEP STUDENTS';                00000750
115                                                                  00000760
```

```
5          SAS(R) LOG   OS SAS 5.16          MVS/XA JOB EV1BYO12 STEP SAS      PROC SAS          15:42 THURSDAY, JANUARY 14, 1988

NOTE: THE PROCEDURE PRINT USED 0.66 SECONDS AND 556K AND PRINTED PAGES 10 TO 17.

115          PROC DELETE DATA=DROPBY87 LEPBY87 LEPDROP7;                    00000760
116                                                                         00000770
117                                                                         00000780
NOTE: THE PROCEDURE DELETE USED 0.14 SECONDS AND 484K.
NOTE: SAS USED 1488K MEMORY.

NOTE: SAS INSTITUTE INC.
      SAS CIRCLE
      PO BOX 8000
      CARY, N.C. 27511-8000
```

ALL TITLE VII LEPS WITH LANGDOM OF A, B, AND AL 10:58 TUESDAY, JANUARY 19, 1988 1

LOC	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
003	5	2.4	5	2.4
007	80	38.6	85	41.1
009	23	11.1	108	52.2
052	99	47.8	207	100.0

GRADE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
07	55	26.6	55	26.6
08	44	21.3	99	47.8
09	49	23.7	148	71.5
10	32	15.5	180	87.0
11	18	8.7	198	95.7
*2	9	4.3	207	100.0

SAS 10:38 TUESDAY, JANUARY 19, 1988 2

TABLE OF DROP BY GRADE87

DROP GRADE87

FREQUENCY / PERCENT / ROW PCT / COL PCT	GR	07	08	09	10	11	12	TOTAL
0	0	225	197	1616	1265	1083	20	4406
	0.00	3.36	2.94	24.13	18.89	16.17	0.30	65.78
	0.00	5.11	4.47	36.68	28.71	24.58	0.45	
	0.00	81.82	79.12	76.19	81.61	81.37	16.53	
1	0	15	29	238	108	104	44	538
	0.00	0.22	0.43	3.55	1.61	1.55	0.66	8.03
	0.00	2.79	5.39	44.24	20.07	19.33	8.18	
	0.00	5.45	11.65	11.22	6.97	7.81	36.36	
2	0	14	3	102	62	53	22	256
	0.00	0.21	0.04	1.52	0.93	0.79	0.33	3.82
	0.00	5.47	1.17	39.84	24.22	20.70	8.59	
	0.00	5.09	1.20	4.81	4.00	3.98	18.18	
3	1051	0	0	0	0	9	12	1072
	15.69	0.00	0.00	0.00	0.00	0.13	0.18	16.00
	98.04	0.00	0.00	0.00	0.00	0.84	1.12	
	100.00	0.00	0.00	0.00	0.00	0.68	9.92	
4	0	0	0	0	1	1	0	2
	0.00	0.00	0.00	0.00	0.01	0.01	0.00	0.03
	0.00	0.00	0.00	0.00	50.00	50.00	0.00	
	0.00	0.00	0.00	0.00	0.06	0.08	0.00	
5	0	18	18	85	54	46	23	244
	0.00	0.27	0.27	1.27	0.81	0.69	0.34	3.64
	0.00	7.38	7.38	34.84	22.13	18.85	9.43	
	0.00	6.55	7.23	4.01	3.48	3.46	19.01	
6	0	3	2	80	60	35	0	180
	0.00	0.04	0.03	1.19	0.90	0.52	0.00	2.69
	0.00	1.67	1.11	44.44	33.33	19.44	0.00	
	0.00	1.09	0.80	3.77	3.87	2.63	0.00	
TOTAL	1051	275	249	2121	1550	1331	121	6698
	15.69	4.11	3.72	31.67	23.14	19.87	1.81	100.00

SAS 10:38 TUESDAY, JANUARY 19, 1988 1

TABLE OF DROP BY LOC87

DROP LOC87

FREQUENCY / PERCENT / ROW PCT / COL PCT	3	7	9	52	TOTAL
0	1401 20.92 31.80 67.62	1417 21.16 32.16 60.14	1166 17.41 26.46 66.78	422 6.30 9.58 80.53	4406 65.78
1	126 1.88 23.42 6.08	263 3.93 48.88 11.16	105 1.57 19.52 6.01	44 0.66 8.18 8.40	538 8.03
2	90 1.34 35.16 4.34	108 1.61 42.19 4.58	41 0.61 16.02 2.35	17 0.25 6.64 3.24	256 3.82
3	342 5.11 31.90 16.51	409 6.11 38.15 17.36	321 4.79 29.94 18.38	0 0.00 0.00 0.00	1072 16.00
4	1 0.01 50.00 0.05	1 0.01 50.00 0.04	0 0.00 0.00 0.00	0 0.00 0.00 0.00	2 0.03
5	60 0.90 24.59 2.90	83 1.24 34.02 3.52	65 0.97 26.64 3.72	36 0.54 14.75 6.87	244 3.64
6	52 0.78 28.89 2.51	75 1.12 41.67 3.18	48 0.72 26.67 2.75	5 0.07 2.78 0.95	180 2.69
TOTAL	2072 30.93	2356 35.17	1746 26.07	524 7.82	6698 100.00

ALL TITLE VII IEPS WITH LANGDOM OF C, D, E, AND EL 10:58 TUESDAY, JANUARY 19, 1988 2

LOC	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
003	10	13.0	10	13.0
007	25	32.5	35	45.5
009	21	27.3	56	72.7
052	21	27.3	77	100.0

GRADE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
07	13	16.9	13	16.9
08	8	10.4	21	27.3
09	29	37.7	50	64.9
10	16	20.8	66	85.7
11	3	3.9	69	89.6
12	8	10.4	77	100.0

ALL TITLE VII LEPS WITH LANGDOM OF A, B, AND AL 10:58 TUESDAY, JANUARY 19, 1998 1

LOC	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
003	5	2.4	5	2.4
007	80	38.6	85	41.1
009	23	11.1	108	52.2
052	99	47.8	207	100.0

GRADE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
07	55	26.6	55	26.6
08	44	21.3	99	47.8
09	49	23.7	148	71.5
10	32	15.5	180	87.0
11	18	8.7	198	95.7
12	9	4.3	207	100.0

SAS 10:38 TUESDAY, JANUARY 19, 1988 2

TABLE OF DROP BY GRADE87

DROP GRADE87

FREQUENCY PERCENT ROW PCT COL PCT	GR	07	08	09	10	11	12	TOTAL
0	0 0.00 0.00 0.00	225 3.36 5.11 81.82	197 2.94 4.47 79.12	1616 24.13 36.68 76.19	1265 18.89 28.71 81.61	1083 16.17 24.58 81.37	20 0.30 0.45 16.53	4406 65.78
1	0 0.00 0.00 0.00	15 0.22 2.79 5.45	29 0.43 5.39 11.65	238 3.55 44.24 11.22	108 1.61 20.07 6.97	104 1.55 19.33 7.81	44 0.66 8.18 36.36	538 8.03
2	0 0.00 0.00 0.00	14 0.21 5.47 5.09	3 0.04 1.17 1.20	102 1.52 39.84 4.81	62 0.93 24.22 4.00	53 0.79 20.70 3.98	22 0.33 8.59 18.18	256 3.82
3	1051 15.69 98.04 100.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	9 0.13 0.84 0.68	12 0.18 1.12 9.92	1072 16.00
4	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.01 50.00 0.06	1 0.01 50.00 0.08	0 0.00 0.00 0.00	2 0.03
5	0 0.00 0.00 0.00	18 0.27 7.38 6.55	18 0.27 7.38 7.23	85 1.27 34.84 4.01	54 0.81 22.13 3.48	46 0.69 18.85 3.46	23 0.34 9.43 19.01	244 3.64
6	0 0.00 0.00 0.00	3 0.04 1.67 1.09	2 0.03 1.11 0.80	80 1.19 44.44 3.77	60 0.90 33.33 3.87	35 0.52 19.44 2.63	0 0.00 0.00 0.00	180 2.69
TOTAL	1051 15.69	275 4.11	249 3.72	2121 31.67	1550 23.14	1331 19.87	121 1.81	6698 100.00

LOC	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
003	15	5.3	15	5.3
007	105	37.0	120	42.3
009	44	15.5	164	57.7
052	120	42.3	284	100.0

GRADE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
07	68	23.9	68	23.9
08	52	18.3	120	42.3
09	78	27.5	198	69.7
10	48	16.9	246	86.6
11	21	7.4	267	94.0
12	17	6.0	284	100.0

TABLE OF DROP BY GRADE87

DROP GRADE87

FREQUENCY / PERCENT / ROW PCT / COL PCT	GR	07	08	09	10	11	12	TOTAL
0	0	61	46	68	39	19	2	235
	0.00	21.48	16.20	23.94	13.73	6.69	0.70	82.75
	0.00	25.96	19.57	28.94	16.60	8.09	0.85	
	0.00	89.71	88.46	87.18	81.25	90.48	100.00	
1	0	1	0	3	1	0	0	5
	0.00	0.35	0.00	1.06	0.35	0.00	0.00	1.76
	0.00	20.00	0.00	60.00	20.00	0.00	0.00	
	0.00	1.47	0.00	3.85	2.08	0.00	0.00	
3	15	0	0	0	0	0	0	15
	5.28	0.00	0.00	0.00	0.00	0.00	0.00	5.28
	100.00	0.00	0.00	0.00	0.00	0.00	0.00	
	100.00	0.00	0.00	0.00	0.00	0.00	0.00	
5	0	6	6	7	6	2	0	27
	0.00	2.11	2.11	2.46	2.11	0.70	0.00	9.51
	0.00	22.22	22.22	25.93	22.22	7.41	0.00	
	0.00	8.82	11.54	8.97	12.50	9.52	0.00	
6	0	0	0	0	2	0	0	2
	0.00	0.00	0.00	0.00	0.70	0.00	0.00	0.70
	0.00	0.00	0.00	0.00	100.00	0.00	0.00	
	0.00	0.00	0.00	0.00	4.17	0.00	0.00	
TOTAL	15	68	52	78	48	21	2	284
	5.28	23.94	18.31	27.46	16.90	7.39	0.70	100.00

ALL TITLE VII LEPS

10:58 TUESDAY, JANUARY 19, 1988

TABLE OF DROP BY SEX

DROP / SEX	F	M	TOTAL
0	95	140	235
	33.45	49.30	82.75
	40.43	59.57	
	81.90	83.33	
1	2	3	5
	0.70	1.06	1.76
	40.00	60.00	
	1.72	1.79	
3	8	7	15
	2.82	2.46	5.28
	53.33	46.67	
	6.90	4.17	
5	11	16	27
	3.87	5.63	9.51
	40.74	59.26	
	9.48	9.52	
6	0	2	2
	0.00	0.70	0.70
	0.00	100.00	
	0.00	1.19	
TOTAL	116	168	284
	40.85	59.15	100.00

ALL TITLE VII LEP DROPOUTS WITH LANGDOM OF A, B, AND AL

10:58 TUESDAY, JANUARY 19, 1988

LOC87	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
7	9	40.9	9	40.9
9	4	18.2	13	59.1
52	9	40.9	22	100.0

GRADE87	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
07	6	27.3	6	27.3
08	3	13.6	9	40.9
09	9	40.9	18	81.8
10	4	18.2	22	100.0

ALL TITLE VII LEP DROPOUTS 10:58 TUESDAY, JANUARY 19, 1988 9

LOC	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
003	10	31.3	10	31.3
007	11	34.4	21	65.6
009	7	21.9	28	87.5
052	4	12.5	32	100.0

GRADE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
07	7	21.9	7	21.9
08	6	18.8	13	40.6
09	10	31.3	23	71.9
10	7	21.9	30	93.8
11	2	6.3	32	100.0

after corrections made after school ended
9 seventh graders and 6/88, not
10 E.L.E.P. dropouts.

ALL TITLE VII LEP DROPOUTS WITH LANGDOM OF C, D, E, AND EL 8
10:58 TUESDAY, JANUARY 19, 1988

LOC	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
003	10	100.0	10	100.0
007	2	20.0	12	120.0
009	3	30.0	15	150.0
052	4	40.0	19	190.0

GRADE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
07	1	10.0	1	10.0
08	3	30.0	4	40.0
09	1	10.0	5	50.0
10	3	30.0	8	80.0
11	2	20.0	10	100.0

TITLE VII LEP DROPOUTS PAST SCHOOL LOCATIONS 12:15 FRIDAY, JANUARY 15, 1988 1

OBS	STUID	LOC84	LOC85	LOC86	LOC87	DROP OUT
1	1		052	052	3	
2	2			047	52	
3	2				52	
4	4	009	009	009	9	
5	4	003	003	003	9	
6	4		003	003	9	
7	6		052	009	9	
8	6		051	051	9	
9	7		052	052	9	
10	7		009	009	7	
11	8		003	007	7	
12	8				9	
13	8		052	007	7	
14	8			052	52	
15	8		052	007	7	
16	8				52	
17	8	002	002	009	9	
18	9				7	
19	9			007	7	
20	9				7	
21	9				7	
22	9				7	
23	9				7	
24	9				7	
25	9				52	
26	9			052	52	
27	9			052	52	
28	9				52	
29	9				52	
30	9			052	52	
31	9				52	
32	9			052	52	
33	9				52	

Dropouts

NON DROPOUTS

	1 yr college	2 yrs.	3 yrs.	4 yrs	Total	Total
[illegible]	13 (41%)	3 (10%)	6 (19%)	0 (0%)	22 (71%)	125
[illegible]	1 (3%)	4 (13%)	2 (6%)	2 (6%)	9 (29%)	68
total	14 (45%)	7 (23%)	8 (26%)	2 (6%)	31 (100%)	[illegible]

Title VII Program

Appendix K

THREE-YEAR STUDENT PROFILE

THREE YEAR STUDENT PROFILE

Purpose

Hispanic A and B LEP students (73) who were enrolled in Title VII in 1985-86 and still active in 1987-88 were followed up in terms of the following questions:

Decision Question D1: Should the Title VII Program be continued as it is, modified, or discontinued?.

> Evaluation Question D1-22. (a) Of these students who were in the Title VII Program for three years or exited LEP status, how many were retained during this time? (b) If so, when? (c) How many credits were earned by this student population? (d) In what content areas did they show the best performance?

Procedure

In preparation for further analyses, the programmer analyst created EV1PASTL that identified Title VII three year students and a comparison group of other LEP students at nonprogram school. (See Attachment J-1.) The programmer analyst then created EV1BYSGR, EV1CREDT, and EV1RETEN to calculate averages, grades, retention. (See Attachment J-2 for program notes and sample output.)

For results and discussion, see Three-Year Profile: Other Measures of Success of the Final Report section (pp. 22-25).

```
//EV1HYSGR  JOB  ,CLASS=A,MSGCLASS=A,NOTIFY=OR58                    00000010
//SAS EXEC SAS,USER=OR1,RCLASS=C                                    00000020
//*APE1    DD DSN=SGRQ2MST.TAPE,
//*         LABEL=(2,BLP),
//*         UNIT=REEL,DISP=(OLD,KEEP,KEEP),
//*         VOL=SER=000662,
//*         DCB=(RECFM=FB,LRECL=178,BLKSIZE=4094)
//TAPE1    DD DSN=UCC.SGRHSR(-1),
//          DISP=(OLD,KEEP,KEEP)
//SGRFIL   DD DSN=SGR.PROD.SGRFIL,DISP=(SHR,KEEP)                   00000050
//SYSIN    DD *                                                     00000130
                                                                    00000140
OPTIONS ERRORS = 0;
PROC DELETE DATA = SEM;
*********************************************************************
THIS PROGRAM READS THE SGRFIL AND PRINTS AN AVERAGE OF AVERAGES
BY COURSE CONTENT FOR HIGH SCHOOL TITLE VII STUDENTS COMPARED WITH
HIGH SCHOOL LEP STUDENTS. PART OF 3-YEAR STUDY.
*********************************************************************;
                                                                    00000200
DATA SEM;                                                           00000230
    INFILE TAPE1;                                                   00000250
    INPUT        LOC          $ 1-3                                 00000260
                 STUID          4-10                                00000300
                 GRADE        $ 31-32                               00000330
                 PRECOURS     $ 82-83
                 GR1          $  95-97
                 GR2          $  99-101
                 GR3          $ 103-105
                 GR4          $ 107-109
                 GR5          $ 111-113
                 GR6          $ 115-117
                 AVERAGE        131-133                            00000340
                 ACTIVE       $ 138;
 GROUP = 'OTHR';
 IF PRECOURS = '95' OR PRECOURS = '96' OR PRECOURS = '97' OR
    PRECOURS = '98' OR PRECOURS = '99' THEN DELETE;
 IF PRECOURS = '10' OR PRECOURS = '11' OR PRECOURS = '12' OR
    PRECOURS = '14' OR PRECOURS = '15' OR PRECOURS = '17' OR
    PRECOURS = '18' THEN GROUP = 'LANG';
 IF PRECOURS = '30' OR PRECOURS = '31' OR PRECOURS = '32' OR
    PRECOURS = '33' OR PRECOURS = '34' OR PRECOURS = '35' OR
    PRECOURS = '36' OR PRECOURS = '37' THEN GROUP = 'MATH';
 IF PRECOURS = '13' THEN GROUP = 'READ';
 IF PRECOURS = '40' OR PRECOURS = '41' OR PRECOURS = '42' OR
    PRECOURS = '43' OR PRECOURS = '44' OR PRECOURS = '92'
    THEN GROUP = 'SCIE';
 IF PRECOURS = '45' OR PRECOURS = '46' OR PRECOURS = '47' OR
    PRECOURS = '48' OR PRECOURS = '49' THEN GROUP = 'SOCS';
PROC SORT;
   BY STUID;
PROC SORT DATA = BIGMRGE;
   BY STUID;
DATA MERGE;
   MERGE BIGMRGE(IN=ON1)
         SEM(IN=ON2);
   BY STUID;
   IF ON1 AND ON2;                                                  00001800
PROC SORT DATA = MERGE;
  BY  GROUP;                                                        00001820
PROC MEANS;
TITLE1 'TITLE VII GROUP - FALL 1987 GPA';                           00001830
   VAR AVERAGE;
   BY GROUP;
PROC SORT DATA = LEPMRGE;
   BY STUID;
DATA MERGE;
```

```
   MERGE LEPMRGE(IN=ON1)
         SEM(IN=ON2);                                          00001800
   BY STUID;
   IF ON1 AND ON2;
PROC SORT DATA = MERGE;                                        00001820
  BY  GROUP;
PROC MEANS;                                                    00001830
TITLE1 'LEP GROUP - FALL 1987 GPA';
   VAR AVERAGE;                                                00002310
   BY GROUP;                                                   00002320
PROC DELETE DATA = MERGE;
/*
```

TITLE VII GROUP - FALL 1985 GPA — 10:08 THURSDAY, JUNE 23, 1988 — 1

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	STD ERROR OF MEAN	SUM	VARIANCE	C.V.
GROUP=LANG									
AVERAGE	17	82.52941176	6.52033020	70.00000000	95.00000000	1.58141236	1403.0000000	42.51470588	7.901
GROUP=MATH									
AVERAGE	15	77.80000000	10.32472760	57.00000000	96.00000000	2.66583320	1167.0000000	106.60000000	13.271
GROUP=OTHR									
AVERAGE	39	83.64102564	10.92916711	51.00000000	100.00000000	1.75006735	3262.0000000	119.44669366	13.067
GROUP=READ									
AVERAGE	7	80.57142857	6.75418741	70.00000000	88.00000000	2.55284289	564.00000000	45.61904762	8.384
GROUP=SCIE									
AVERAGE	4	71.00000000	15.76916823	56.00000000	93.00000000	7.88458412	284.00000000	248.66666667	22.210
GROUP=SOCS									
AVERAGE	12	74.33333333	9.50916623	50.00000000	85.00000000	2.74505984	892.00000000	90.42424242	12.793

```
//EVICREDT   JOB  ,CLASS=A,MSGCLASS=H,NOTIFY=ORS0
//SAS        EXEC SAS,USER=ORI,RCLASS=C
//TAPEIN  DD DSN=UCC.EVITEST660,
//           DISP=(OLD,KEEP,KEEP)
//SYSIN  DD  *

OPTIONS ERRORS = 0;
*************************************************************************
THIS PROGRAM CALCULATES THE TOTAL NUMBER OF CREDITS PER SEMESTER
THE CREDIT DATA IS READ FROM THE SGR HISTORY FILE AND LOADED ONTO
A CARTRIDGE - PROGRAM LE$SGRHS(ORSLEP).
*************************************************************************;
TITLE1 'AUSTIN INDEPENDENT SCHOOL DISTRICT';
TITLE2 'OFFICE OF RESEARCH AND EVALUATION';

  DATA CREDITS;
     INFILE TAPEIN;
     INPUT      STUID      1-7
                YEARQTR $ 8-10
                GRADE   $ 11-12
                STUNAME $ 13-30
                CREDITS   33-37
                ABS       38.
  PROC SORT;
    BY STUID;
  PROC SORT DATA = LEPMRGE;
     BY STUID;
  DATA MERGEX;
       MERGE CREDITS(IN=ON1) LEPMRGE(IN=ON2);
       BY STUID;
       IF ON1 AND ON2;
*      IF ON2 AND NOT ON1 THEN MISS = 'YES';
*      IF ON1 AND ON2 THEN MISS = 'NO';
*DATA NOTMISS;
*   SET MERGE;
*   IF MISS = 'NO';
 PROC FREQ;
 TITLE3 'LEP GROUP - SPRING 88 CREDITS';
   TABLES CREDITS;
*PROC SORT;
*   BY STUNAME;
*PROC PRINT;
*   VAR STUID STUNAME GRADE YEARQTR CREDITS ABS;
* DATA ABSENT;
*    SET MERGEX;
*    IF CREDITS = 0 AND ABS GT 0;
*PROC FREQ;          *
*TITLE3 'TITLE VII GROUP - FALL 87 CREDITS';
*       TABLES ABS*GRADE;
  PROC SORT DATA = BIGMRGE;
     BY STUID;
  DATA MERGEX;
       MERGE CREDITS(IN=ON1) BIGMRGE(IN=ON2);
       BY STUID;
       IF ON1 AND ON2;
 PROC FREQ;
 TITLE3 'TITLE VII GROUP - SPRING 88 CREDITS';
   TABLES CREDITS; *
* DATA ABSENT;
*    SET MERGEX;
*    IF CREDITS = 0 AND ABS GT 0;
*PROC FREQ;
*TITLE3 'LEP GROUP - FALL 87 CREDITS';
*       TABLES ABS*GRADE;
*DATA MISS;
*   SET MERGE;


*   IF MISS = 'YES';
*   PROC PRINT;
  PROC DELETE DATA = MERGEX CREDITS MISS ABSENT;
/*
```

```
//EVTNBTEN  JOB  ,CLASS=A,MSGCLASS=H,NOTIFY=ORSB
//SAS       EXEC SAS,USER=ORT,RCLASS=C
//LOCATE  DD DSN=SYS2.TEST.ORSSWTESA.LOCATE,DISP=(SHR,KEEP)
//LEPFEL  DD DSN=ORE.PROD.LEPFILE,DISP=(SHR,KEEP)
//SYSIN  DD  *

OPTIONS ERRORS = 0;
*-------------------------------------------------------------------------*
TITLE1 'AUSTIN INDEPENDENT SCHOOL DISTRICT';
TITLE2 'OFFICE OF RESEARCH AND EVALUATION';
TITLE3 ' ';

DATA LEPS;
  INFILE LEPFIL,
  INPUT      STUID       3-9
             STUNAME   $  10-36
             LOC       $  43-45
             GRADE     $  46-47
             STATUS    $  70
             ENTRY     $  76-79;
  IF GRADE GE '09' AND GRADE LE '12';
  IF ENTRY LE '8509';
  IF LOC GT '000';
  IF STATUS = '2' OR STATUS = '4' OR STATUS = '8' OR STATUS = '0';
  PROC SORT;
     BY STUID;
 PROC SORT DATA = BIGMRGE;
    BY STUID;
 DATA LEPMRGE;
    MERGE LEPS(IN=ON1) BIGMRGE(IN=ON2);
    BY STUID;
    IF ON1 AND NOT ON2;
  PROC FREQ;
     TABLES GRADE;
 PROC SORT;
   BY STUID;
 PROC SORT DATA = RETAIN87;
   BY STUID;
 DATA MERGE2;
   MERGE RETAIN87(IN=ON1) LEPMRGE(IN=ON2);
   BY STUID;
   IF ON1 AND ON2;
 PROC FREQ;
 TITLE1 'LEP GROUP - RETENTION 1986/87 - 1987/88';
    TABLES GRADE2;
*DATA MERGE;
*  MERGE RETAIN87(IN=ON1) BIGMRGE(IN=ON2);
*  BY STUID;
*  IF ON1 AND ON2;  *
*PROC FREQ;
*TITLE1 'TITLE VII GROUP - RETENTION 1986/87 - 1987/88';
*   TABLES GRADE2;
 PROC SORT DATA = RETAIN86;
   BY STUID          *
 DATA MERGE;
   MERGE RETAIN86(IN=ON1) LEPMRGE(IN=ON2);
   BY STUID;
   IF ON1 AND ON2;
 PROC FREQ;
 TITLE1 'LEP GROUP - RETENTION 1985/86 - 1986/87';
    TABLES GRADE2;
*DATA MERGE3;
*  MERGE RETAIN86(IN=ON1) BIGMRGE(IN=ON2);
*  BY STUID;
*  IF ON1 AND ON2;
*PROC FREQ;
```

```
*TITLE1 'TITLE VII GROUP - RETENTION 1985/86 - 1986/87';
*   TABLES GRADE2;
 PROC DELETE DATA = LEPS MERGE2 MERGE3;
/*
```

TITLE VII GROUP - RETENTION 1985/86 - 1986/87 13:50 FRIDAY, JUNE 24, 1988 2

GRADE2	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
08	1	50.0	1	50.0
11	1	50.0	2	100.0

1/2 = 3%

APPENDIX K.
7

Attachment K-1
(Page 5 of 5)

Title VII Program

Appendix L

DISTRICT RECORDS

DISTRICT RECORDS

Purpose

District records provided information concerning:

Decision Question D1: Should the Title VII Program be continued as it is, modified, or discontinued?

Objective #6 - Activities: Major components will be implemented as planned in 1986-87.

Evaluation Question D1-15. How many teachers completed one, two, three and/or four classes in the endorsement series? What were the teachers' subject areas? How many program students were placed in endorsement teachers' classes? (See Appendix F for procedures and results.)

Evaluation Question D1-19. What mastery level was achieved by 1987-88 eleventh grade Title VII Program students on the Texas Educational Assessment of Minimum Skills (TEAMS)? (See Final Report, p.11.)

Evaluation Question D1-20. Of the 1987-88 program participants, what was the percentage of students at each grade new to the district? What was the average number of years a student held LEP A and/or B dominance status while in AISD? (See Appendix K for procedures and results.)

Evaluation Question D1-21. How many students participated in the Title VII Program for one year? Two years? Three years? How many participants left the program? Of these students, how many remained in AISD? (See Appendix K for procedures and results.)

Evaluation Question D1-22. Of those students who were in the Title VII Program for three years or exited LEP status, how many were retained during this time? If so, when? How many credits were earned by this student population? In what content areas did they show the best performance? (See Appendix K for procedures; see Final Report, pp. 22-25 for results.)

Evaluation Question D1-23. What was the 1987-88 budget for Title VII? What was the cost per student? (See Final Report, p. 6.)

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